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ABSTRACT

These proceedings consist of 12 papers examining various strategies used in different countries throughout the world for providing teachers with inservice training in counseling students. Included in the volume are the following papers: "Inservice Training of Graduated Teachers for Guidance and Counselling of Youth in CSSR" by Marta Klimova; "Teachers and Counsellors: Are Their Respective Roles Interchangeable?" by Gilbert Metraux; "Questions Related to the Improvement of the System of Psychological and Pedagogical Vocational Training and Guidance" by Jurgen Migdalek; "Problems of Training Specialists for Vocational Guidance in the USSR" by N. A. Chromenkov; "Significance of the Function of the System of Vocational Guidance and Counselling of Pupils" by [illegible]. F. V[illegible]cinsh; "Inservice Training of Graduated Teachers for Guidance and Counselling in the Folkeskole" by Tove Love; "The Work and Training of Study Counsellors in Finland" by Matti Partanen; "A Few Statements of Some Counselling Tasks in Education of Teachers in Norway" by Eirik Sjomaeling; "Role of the Teacher in Forming Psychological Readiness for the Choice of a Production Vocation" by Neno Nenov; "Forms of Inservice Training of High School Counsellors" by Zlatko Dobrev; "Experience Gained with Training School Counsellors in the North Moravia Region" by Kamil Pernicky; and "Assessment of the Model of the School Counsellor's Activity at Secondary Vocational Schools" by Karol Adamovic. Appended are the seminar program, participant list, final report, and adopted recommendations. (MN)

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IN-SERVICE TRAINING OF GRADUATED TEACHERS FOR GUIDANCE AND COUNSELLING OF YOUTH

Proceedings of International Seminar
Prague, March 22-26, 1982

Edited by
Marta Klímová

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Charles University, Prague, 1984

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Marta Klímová

C.S.S.R.

IN-SERVICE TRAINING OF GRADUATED TEACHERS FOR GUIDANCE AND COUNSELLING OF YOUTH IN CSSR

The school counsellor is the basic and also the most numerous link in the system of educational and vocational guidance and counselling, i.e., the system of special guidance and counselling services which in the Czechoslovak Socialist Republic is a specific component of the overall unified system of socialist education organized by the society.

1.

Origin and Development of the System of Educational and Vocational Guidance and Counselling, its Societal Functions and Tasks

1.1 The current system of educational and vocational guidance and counselling

The current system of educational and vocational guidance and counselling in the Czechoslovak Socialist Republic is the result of the conceptual and implementation effort which was launched in the late 1950's within the sector of education in cooperation with the Ministry of Labour and Social Affairs, the Ministry of Health and other institutions.

The stimulus for the theoretical elaboration of this problem area and its practical solution was given by the XIth Congress of the Communist Party of Czechoslovakia and the Decision of the Central Committee of the Communist Party of Czechoslovakia of April 23, 1959: "On the close linkage between school and life and on the further development of education in Czechoslovakia". At the end of the 1950's the process was completed in this country of building and consolidating socialism in the political, economic, social and cultural fields. The XIth Congress of the Communist Party of Czechoslovakia started a new era in the development of our society, the era of the completion of the construction of socialism and the development of an advanced socialist society.

The fundamental changes in our society, implemented between the year 1948 and the late 1950's in the economic, social and political fields were accompanied and at the same time conditioned by deep changes in the field of the education of children, youth and adults. After 1948 the dual bourgeois school system was abolished which had given preference to children from the bourgeoisie to the detriment of children from worker and peasant families, all young people were given the opportunity of acquiring lower secondary education and on this basis to advance to higher levels of the educational system. In this period the network of secondary schools and institutions of higher education was considerebly expanded. Various courses and schools were established for the education of the working people. At selective schools the number of children from worker and peasant families increased. The content of education was put on a scientific basis. As compared with the previous, bourgeois school the results of educational work improved considerably.

The needs of further building the socialist society, namely the transition from extensive economic growth to intensive economic development, the necessity of raising productivity and the aplication of modern knowledge of science and technology in the production process and its management, as well as the need of the further perfection of social relations and the development of socialist democracy at the end of the 1950's turned the attention of political, administrative, economic and scientific workers to the questions of the further improvement of the quality and of the development of the system of the education of the young generation and of adults. Main attention was focused on the questions of content and mainly emphasised was the necessity of the closer linkage between the educational system and the needs of society and between school instruction and social practice. In the year 1960 a new educational law was enacted which formed the legal and organizational preconditions for the implementation of intentions set the Party documents. This law set the compulsory nine year school attendance for all children, it created preconditions for the further rise in the overall educational level and cultural level of the people and for continuous extended reproduction of skilled workers, middle technical, agricultural, economic, health care and cultural workers and higher education specialists for all sectors of the national economy. The nine year basic school became the basic link in the educational system whose task it was to provide all children between the ages of 6 - 15 with comprehensive basic general and polytechnical education, to prepare them for further education and participation in production, to orientate them to the correct choice of further study and vocation and to improve the care for their moral, aesthetic and physical education, in accordance with the aims and needs of the socialist society. The education of youth above the age of 15 years was implemented under this law at the so-called schools of the 2nd cycle which comprised three year general educational schools, later extended to four year grammar schools whose main mission was to prepare students for higher education, two year vocational and four year vocational secondary schools training technicians and middle personnel, two to three year vocational training centres and apprentice schools, whose main aim was to provide qualification for worker occupations and to deepen the general and polytechnical education of apprentices, and secondary schools for the working people usually in three year study courses, which in form of distance, evening of shift courses provided complete secondary education for working people, deepened the acquired technical qualification, possibly allowed the attendees to acquire a new qualification. Graduates of all types of secondary schools completed with a final examination could apply for admission to institutions of higher education in all fields. The said law also incorporated the organizational preconditions for expanding the pre-school education of children in the range of 3 - 6 years, for out-of-school education of pupils and apprentices and their leisure time optional study and hobby activities, for expanding special education of handicapped children and youth, etc. A very important precondition for the implementation of the said tasks were the economic safeguards given for all the adopted measures by the State and the improvement of the education of teachers of schools of all types and levels. A year before the adoption of the new educational law, i.e., in 1959, higher education was introduced for intending teachers of the 1st - 5th grades of basic nine year school, the education of teachers for the 6th - 9th grades of basic school which had been implemented at higher education level since 1953 was amended. Since 1959 teachers for all types and levels of schools in the Czechoslovak Socialist Republic with the exception of nursery schools have been trained at institutions of higher education.

Important tasks in the development of the educational system in the Czechoslovak Socialist Republic after 1960 were the optimization of educational and teaching methods, the strengthening of the group and individual approach to pupils and apprentices and specialist assistance in the solution of difficulties and disturbances which appear in the process of their development. Also emphasised was the need of qualitative improvement in the training of youth for work in general and for work in concrete vocations, i.e., groups of vocations in particular, as well as the development of specialist assistance to young people and their parents in solving problems related to choice of their future vocation and vocational training.

On the basis of the said historical and social conditions and objective social needs in the late 1950's the theoretical elaboration and the gradual practical implementation was launched of the system of educational and vocational guidance and counselling proceeded in stages and in dependence on prevailing economic conditions and the training of specialists. Even today the system has not been completed to full extent /I shall discuss this later/. At present demands placed on its operation are greater and more demanding in connection with the further stage in the development of the Czechoslovak educational system.

In 1976 a new document was approved entitled the "Project of the Further Development of the Czechoslovak Educational System" which has the character of a longterm complex cultural and political programme for the 1980's and 1990's. In the building of an advanced socialist society increasingly demanding tasks arise related to the process of the formation of the personality of man, a personality of the socialist type. In this process which is determined by concrete historical and social conditions in which man lives, by the system of education and the manner of his own activity, increases the significance of planned and organized management and the elimination of spontaneity in the overall process and in its individual components. With this is linked the rising role of education as the specific field of social activity and the overall deliberate and organized action of socialist society as an integrated subject on its members. The exactingness and responsibility is increasing of institutions and organizations whose main content of work is the fulfilment of the educational function, as is the bodies for the planning and management of social processes which directly or in a mediated way influence the formation of the personality of members of society in the given stage of its development.

The said document of 1976 puts emphasis especially on the gradual content restructuring of all school types and levels, such as would correspond to the current development of science and technology, on the significant strenghthening of the general education and polytechnical education components of the subject matter, on the training of broadly-profiled graduates of secondary schools and higher education, such as would be capable to quickly adapt to the changing conditions of socialist production and social activity. It set the task of the introduction of compulsory ten year school attendance for all children and youth between the ages of 6 - 16, the increased number of students attending schools providing complete secondary education and institutions of higher education and the deepening of the system of life-long education. Laws on basic and secondary school education enacted in 1978 formed the organizational and legal preconditions for the implementation of these tasks in the transitional period, prior to the enactment of a new educational law. The programme of the restructuring of basic school which was launched from the 1st grades of basic schools in the school-year 1976-1977 will be completed in the school-year 1983-1984 and the restructuring of secondary school will be completed four years later. The new concept and new educational content of each year of study was experimentally tried in advance. Compulsory ten year school attendance will not be implemented at any special type of ten year school but by attendance at eight-year school and an additional two year study at any type of newly conceived secondary schools. Instruction at the first level of basic school, initially a five year course, has been reduced to four years and instruction at the second level of basic school will remain a four year course. The reduction of the length of instruction at the first level of basic school made it possible to set the total number of years for acquiring complete secondary education with final examination at twelve /prior to the restructuring this was thirteen years/. Secondary schools at which basic school leavers may complete their ten year compulsory school attendace comprise grammar schools /4 years/, technical secondary schools /4 years/ and secondary vocational schools /two-, three-, four-year study courses/in which young people will acquire not only a qualification for worker occupations but also lower secondary, possibly complete secondary education. It is estimated that in the course of the 1980's about 50% of every population year of the young generation of this age group will have acquired complete secondary education with final examination in day study courses at grammar schools /17%/, at secondary schools /23%/ and in four year study courses at vocational secondary schools /10%/, another 10% of youth will attend two and three year vocational courses and will acquire complete secondary education in part-time courses for the working people. These tasks place qualitatively and quantitatively more demanding requirements on the system of educational and vocational guidance and counselling.

1.2 Concept of educational and vocational guidance and counselling

The concept proceeds from the knowledge of current psychological sciences and uses the knowledge acquired by other sciences which study man from various aspects in his multiform relationships with nature and society. Its methodological basis is the Marxist-Leninist philosophical concept of man and the human society. The social function of the system educational and vocational guidance and counselling constituted within the framework of the sector of education is to provide pedagogical and psychological services directly to children and youth and to those who rear, them, i.e., to parents, teachers and other educational workers, to installations and bodies of national committees which safeguard care of children and youth and to social institutions which request such services to be provided for children and youth. By their activity the institutions of the system of educational and vocational guidance and counselling are to contribute especially to the allround, harmonious formation of the personality of children and youth in the process of their rearing in the family, their education in schools of all types and levels, in out-of-school installations and to participate in the complex care devoted by the socialist society to the healthy development of young generations. Special attention will be devoted to overcoming and removing such conditions of the living environment which in concrete individual cases may influence this development in an undesirable manner from the social and individual points of view, to the early identification and diagnosis of individual children and young people in whom are identified difficulties and disturbances of development with regard to the psychological, pedagogical and social norms and they provide them with special assistance aimed at their correction. Another very important task of the system of educational and vocational guidance and counselling is specialized aid in the solution of long-term and systematic school and profesional orientation of childrem and young people in such a manner as to attain the optimal compliance between their individual aims and interests and the requirements and needs of the socialist society. For the fulfilment of their tasks the educational and vocational guidance and counselling institutions use pedagogical methods and procedures. They cooperate with guidance institutions and facilities within the system of the care of youth and the family in the competence of other central bodies of State administration, namely the Ministry of Health, the Ministry of Labour and Social

Affairs, possibly of other sectors, requiring from them information related to the fulfilment of their tasks.

Institutions of the system of educational and vocational guidance and counselling comprise school counsellors at basic and secondary schools and at special schools, district pedagogical and psychological guidance centres and regional pedagogical and psychological guidance centres.

School counsellors are currently appointed and work at basic schools, at special schools and at grammar schools. Gradually, i.e., in step with economic and personnel resources, they are appointed to technical secondary schools and experimentally to certain newly established vocational secondary schools. District and regional pedagogical and psychological guidance centres are established in all regions and districts. District pedagogical and psychological guidance centres provide their services to children, parents and educational personnel in nursery schools and to pupils, parents and educational personnel in schools and educational institutions under the specialized supervision of the respective district national committee; the centres also methodically control the activity of school counsellors in basic schools. Regional pedagogical and psychological guidance centres provide their services to pupils, parents and educational personnel of schools and educational institutions under the specialized supervision of the respective regional national committee; the centres also methodically supervise the activity of district pedagogical and psychological guidance centres in the respective region, the activity of school counsellors in secondary schools and psychologists in educational institutions. Specialized supervision is implemented by the regional national committee.

1.3 Concrete tasks of the system of educational and vocational guidance and counselling and methods of implementations

1.3.1 Systematic information activity

An important task of educational and vocational guidance and counselling services is systematic information activity addressed to adults, mainly to parents, teachers and other educational personnel, possibly to the public, and to children and youth. The content of this information activity is very extensive and varied. It is partly related directly to educational and vocational guidance and counselling activity, i.e., to its mission, tasks and possible use, partly to the concrete questions of the formation of the personality of the young person, the conditions for its harmonious and healthy development and conditions and causes which may disturb it, the age, group and individual specifities of pupils, various educational and teaching problems and problem solving methods which may appear in education and instruction, various concrete social problems of children, youth, the family, possible solutions and other topical problems which are important in the concrete school, place, district and region. The latter part of information activities is mainly designed for parents and teachers and is to contribute to raising the level of parents' knowledge of the problems of education of their children and thereby to improve the quality of their role and of the level of the education of children in the family. In this sense this information activity is among others an important tool of prevention. As concerns the teachers this information activity is mainly designed to draw their attention to new knowledge in the fields of psychology, pedagogy, medicine and other life sciences, to acquaint them with important results of modern scientific research, such as are important for their work with pupils, to stimulate them to take a deeper interest in these problems and to conceive them pedagogically in classroom application.

A very important part of the information activity of educational and vocational guidance and counselling is study and vocational information which is related to the content and organization of the educational process at the type and level of the school which is attend by the respective pupils or students. e.g., the possibility of selecting compulsory elective subjects, hobby groups at the respective school, conditions for the choice of classes with extended instruction of languages, mathematics and physical training or other types of instruction for talented pupils at basic school, the possibility of selecting classes with natural sciences, mathematics, language, pedagogical and other orientation at grammar schools, the work of schools and educational installations for handicapped children and youth, the possibility of organizing out-of--school education at language schools, people´s schools of art, etc. In relation to the school and vocational guidance of pupils and students special importance is attributed to current information on the system of study and vocational courses at secondary schools, the system of study courses at institutions of higher education, their territorial distribution, requirements for admission, content of study courses, professional output, quota for admission of pupils and students to individual study and vocational courses, the current interest of entrants, information on the main trends of development of our national economy and its needs, information on basic groups of vocations, their content, the demands which are placed by these vocations on workers, ways of acquiring the respective qualification and possibilities of upgrading this qualification, the system of remuneration, social security, etc.

School counsellors in schools plan in long-term-five-year and annual operating plans their entire information activity related to the said problems.

This activity is carried out at the respective school outside of the teaching process or is organized by the school in other installations, e.g., in excursions to other types of schools, to enterprises, factories, unified farmers cooperatives, research institutes and other workplaces. School counsellors partly take part in this work, partly methodically supervise the information activity of class teachers and provide them with material and assistance for such work. They also organize and coordinate various forms of information activity carried out by specialists of other institutions at the respective school, e.g., specialists of pedagogical and psychological guidance centres, labour departments, other schools, enterprises, factories, etc./. Specialists of district and regional pedagogical and psychological guidance centres conduct surveys of the said problems within their competence and process information, material for the needs of schools from national materials and from knowledge of the specifity of the respective region, district and locality; they methodically supervise this component of the work of school counsellors and give them specialized technical assistance in this work, both individual and group assistance, they follow and evaluate the applied methods and conduct their own information activity in the respective problem areas; this work is designed for pedagogical personnel and for the broad public, as well as for individuals from the ranks of children, youth and parents who request this service.

The methods of information activity, used by educational and vocational guidance and counselling institutions are varied and their choice in the concrete situation is determined by the purpose, content and addressee. As concerns pupils - and this approach is differentiated according to their age - the most frequently applied method is a group discussion, the showing of information films, excursions to various workplaces connected with a discussion, informative exhibitions in the school, work with printed materials, discussions connected with lectures, frequently individual informative interviews conducted by school counsellors, possibly experienced class teachers under the aegis of school counsellors and by specialists of pedagogical and psychological guidance centres. Experience gained in recent years has shown that pupils and their parents request especially individual informative interviews with school counsellors and that such interviews are widely used. The principal methods of information activity carried out by institutions of educational and vocational guidance and counselling selected for parents are interviews, lectures and work with printed materials. Methods of work used for the information of teachers mainly include school and regional seminars, lectures and specially processed methodical handbooks. On a state-wide scale television and the radio are used for information activity in this field.

1.3.2 Systematic, long-term identification, observation and evaluation of the development of pupils

The second task of the activity of institutions of educational and vocational guidance and counselling is related to the long-term, systematic identification, observation and evaluation of the development of the pupils. It is the indispensable component of the work of all teachers, especially of class teachers. The activity of educational and vocational guidance and counselling institutions is primarily to contribute to the deepening and perfection of this process in the concrete conditions of individual schools and educational installations, to their methodological unification and to complement the diagnostic work of teachers and other educational personnel by their own diagnostic work, especially among pupils who for various reasons require special attention or who themselves or on the iniciative of their parents ask for specialist examination.

School counsellors methodically supervise and unify the systematic observation and evaluation of the personality of the individual pupils by their class teachers, provide them with specialist assistance in the application of concrete diagnostic methods /systematic observation, organized observation, diagnostic interview with pupils, diagnostic interview with parents or their representatives, the questionnaire method, the analysis of information on the pupil provided by other institutions and bodies/, in the analysis, verification and interpretation of obtained data, in keeping the pupil's record which is the basic of individual documentation on the pupil and for the school the basic sourse of sorted information on the pupil for his complex continuous and final evaluation. They also methodically orientate the work of class teachers to the early identification of pupils with problems of maladjustment, retardation in development, specific reading and writing disturbances, long-term persistent low achievement or failure, various behaviour disturbances, manifestations of increased or reduced irritability, neurotic symptoms, other exceptional behaviour. Schools mostly send pupils for specialist examination to district pedagogical and psychological guidance centres, in complicated cases pupils of basic schools and secondary school students are sent to regional guidance centres. According to the advice given by the guidance centre school counsellors safeguard for these pupils and students the necessary educational measures at their respective school, the choice of adequate educational and teaching methods and assistance in the solution of their individual problems. School counsellors themselves devote individual attention to the development of the personality of pupils with various sensory, speech and physical handicaps insofar as they attend schools for healthy children, as well as to pupils suffering from chronical diseases, of them especially to those cases where the physician expects disability or where the status of disability has already been recognized, also to pupils to whom the family does not accord sufficient intellectual, emotional or moral support in their development and to those who are growing up in an educationally or socially unfavourable environment.

Specially significant is systematic long-term observation, the observation and evaluation of the development of the personality of the pupil for purposeful educational and vocational guidance and counselling. In this connection school counsellors orientate the work of class teachers especially to the identification, observation and evaluation of the process of the gradual formation of the ideas and desires of pupils such as concern their further education and vocational training, as well as to the process of the formation of their long term professional aims and prospects, the development of their interests, inclinations, value orientations, views and convictions, self concept and self evaluation, moral, political, volitional and working qualities and last but not least the general and special abilities of the pupil. In this connection an important aspect is the identification of those individual specifities of pupils which restrict or exclude the possiblity of the choice of a certain type of study or vocation. At the stage when pupils are in the process of deciding which study or vocational course at secondary schools or in institutions of higher education they wish to enrol in when students of upper secondary level make their choice of a concrete profession school counsellors devote special attention namely to helpless students and to those cases where reorientation is purposeful and necessary. In complicated cases they send the students for individual investigation to a pedagogical a psychological guidance centre.

Specialists of district and regional pedagogical and psychological guidance centres carry out specialist, complex pedagogical and psychological examinations of pupils at the request of the school, of the parents, of the pupils themselves /in minors usually after prior approval by their legal representatives/, and the request of the District National Comittee in the procedure connected with the placement of the respective child a special school or at the request of the court in the procedure of entrusting the child into the care of another citizen or in the procedure of issuing an order ruling corrective education. A specialist examination of pupils may be requested by guidance centres and by other institutions, e.g., bodies of national committees responsible for the placement of youth, health care centres, security bodies, etc. In such examinations specialists of the pedagogical and psychological centres use a wide variety of methods including psychological diagnostic methods which may only be used by qualified psychologists. The results of the examination are processed in form of an expertise.

The methodical assistance of the long-term and systematic observation and evaluation of the personality of pupils and the diagnostic activity of specialists of guidance centres proceeds from the principle of the multiform, complex approach to the personality of the pupils, from the principle of the individualized approach to each individual, from the consistent implementation of the aspect of development in the evaluation and assessment of all concrete questions and problems as well as from the complex analysis and evaluation of the conditions of the development of the respective pupil. In this activity they cooperate with the parents, health care workers, with youth care, possibly with other institutions and organizations.

The importance of this component of the activity of all institutions of educational and vocational guidance and counselling is increasing in several directions. The planned systematic and long-term identification, observation and evaluation of the development of children and youth from pre--school age to employement allows them to become genuinely acquainted with the concrete individual variable processes of the formation of the pupils personality in the conditions of our current society. It creates pre-conditions for the follow-up and continuity of the educational impact of individual school types and levels and of other educational institutions. It allows educationalists to improve the organization and supervision of the actual education process, and its effectiveness and to compare the attained results with the postulated overall and partial aims and tasks. It allows the teachers and other educational personnel to select methods of educational work such as are suitable for attaining the set aims the implementation of tasks in the concrete collective of the calss and in work with individual pupils. It helps parents to become acquainted with and to understand the process of the formation of the personality of their children and to realise their concrete tasks in this process.

The planned identification, observation and evaluation of the development of pupils is important not only for those who educate them or who care them from this or that aspects but also for the pupils themselves, for the process of their gradual self concept and self evaluation which is the basic link in the mechanism by which the individual becomes a personality. The results of the diagnostic activity of institutions of the system of educational and vocational guidance and counselling transmitted in adequate form to the pupils themselves /using the method of the individual interview/ are aimed at developing their own activity for the positive formation of their personality and life career.

1.3.3 Concrete measures

The process of the long-term and systematic identification, observation and evaluation of the development of children and youth is immediately followed up by concrete measures carried out by educational and vocational guidance and counselling for children and youth who need specialist help for one reason or another.

This help is rendered to children as early as in pre-school age. It is within the competence of the institutions of educational and vocational guidance and counselling to submit to the respective national committees on the basis of a complex examination of children of pre-school age, suggestions for the placement of these children in special nursery schools, for the exemption of children from compulsory school attendance, for relieving children from the duty of educating themselves /this concerns children who owing to their intellect are ineducable/, etc. They also submit proposals for the placement of children in remedial and special classes at basic schools /for maladjusted children, for children with reading and writing disturbances, etc./ and help in the methodical control of work in these classes. These children who after a certain period of time return to their initial collective of classmates require special individual attention and help from the school counsellor and from the class teacher.

Educational and vocational guidance and counselling significantly contributes to the aid rendered to children and youth who for their mental, sensory, speech and physical handicaps, or because they are ill or delicate cannot attend schools for healthy children and require special care. The system's institutions submit to national committee suggestions for the placement of these children in special schools and educational instututions for handicapped children, possibly their placement in social care facilities, they methodically supervise work with these children and supervise special pedagogical prevention.

They also provide specialist aid to children and youth in whose process of development appear various problems which are reflected in their school work as educational and learning difficulties and are manifested in their behaviour and activity out of school. These phenomena which have various concrete causes and different concrete manifestations may endanger the healthy development of the personality of such pupils and the interests of society in case they exceed the limit of permissible variability /respecting the age and individuality of the pupil/. On the basis of the complex examination of pupils the institutions of the system of educational and vocational guidance and counselling will partly themselves participate in the correction of the respective pupil using pedagogical and psychological methods and will partly suggest the necessary correction and organise its implementaion . A significant task of all these institutions next to the timely identification, diagnosing and correction of existing disturbances and disabilities is their prevention if this is at all possible. Educational and vocational guidance and counselling institutions therefore also have the task of investigating on a long-term basis the environment of children and youth from the point of view of social factors such as are important for the healthy development of their personality and to contribute to the early removal of those external influences and conditions which interfere in their development in a disturbing manner. This task can only be fulfilled in long-term cooperation with the parents, teachers, social care bodies and other institutions.

Educational and vocational guidance and counselling institutions in the implementation of the third component of their activity first of all suggest certain concrete measures which are important for the healthy development of children and youth and whose adoption in a number of cases requires the decision of another body or institution; they also operate as organisers of specialist aid and insofar as this is in the competence of educational institutions they partly methodically supervise and partly implement this specialist aid.

1.3.4 Specialist individual counselling activity

In close linkage with the said tasks and activities the institutions of the system of educational and vocational guidance and counselling implement specialist individual counselling for children and youth and their parents and teachers whose basic method is the counselling interview. This individual counselling activity is basically a formative process which is aimed at confirming and more frequently at changing the ideas, desires, views and attitudes of the pupil, possibly of his parents or teachers, or to help the pupil form and clarify these ideas, desires, views and attitudes, in any case to stimulate and develop his-her own activity in solving problems about which he has come to ask for advice; the school counsellors will help him-her by recommending possibilities and ways of solution or by securing the help of others. An indispensable precondition of this counselling activity are the complex diagnosis of the level of the development of the personality of the concrete individual, his past development and the conditions under which this development took place and what is specially difficult a prognosis of the further developmental possibilities of the pupil, a good factual knowledge of the problem area which is the subject of the counselling and the mastering of counselling methods, and last but not least the maturity, specialist and political awareness of specialists who perform this individual counselling.

Depending on the concrete objective working conditions educational and vocational guidance and counselling institutions provide individual guidance and counselling to those who request in either on their own initiative or who have been recommended by the school or by other educational institutions, by their class teacher or by the school headmaster. The school counsellor may himself initiate the consultation. The subject of individual guidance and counselling may include various personal and social problems of pupils, educational and learning problems and questions of study and vocational guidance. It is very important that children and youth be given the possibility of using guidance and counselling services continuously as well as in certain complicated life situations and difficult periods of their life.

In connection with the growing demands on the overall educational level of man in an advanced socialist society continuous guidance and counselling activity is gaining importance, mainly aimed at helping pupils cope with the demands placed on them by the curriculum in the course of the whole educational process. Special attention is devoted to pupils in the period of their transition from the first level of basic school to the second level, in the period of their transition from basic school to various types of secondary schools and their adaptation to these schools.

An independent and specially significant part of individual guidance consists of questions of vocational guidance and counselling. Guidance and counselling activity concerning these questions is to help children and youth on a continuous and long-term basis to gradually form their study and vocational desires, aims and prospects and the confrontation there of with the needs of society, to help them recognize and evaluate their own talents and abilities for secondary school study and vocational training, to help them take decisions on their choice of study courses at institutions of higher education and on their choice of a concrete vocation.

Individual guidance and counselling is carried out by specialists of district and regional pedagogical and psychological guidance centres and school counsellors in school or by experienced class teachers under their methodical supervision.

So much for the characteristics of the tasks and activities of educational and vocational guidance as such.

The activity of the system of educational and vocational guidance and counselling in both Republics, i.e., in the Czech Socialist Republic and in the Slovak Socialist Republic is ruled by directives issued by the ministries of education.

In 1980 the two ministries issued new Decrees on educational and vocational guidance and counselling. In the Czech Socialist Republic the Ministry of Education has established as its advisory body the Methodical council for educational and vocational guidance and counselling of which I am chairman. The Government of the Czech Socialist Republic /by Decree no. 27 of February 2, 1972/ has set up within the framework of the Ministry a coordinating board whose chairman is the deputy minister of education and whose task is to coordinate the activity of educational and vocational guidance and counselling with specialist institutions and installations of other sectors which in compliance with their specific functions and tasks also provide specialist services to children, youth and the family or provide care of them. At the level of regions and districts there were set up similar regional and district coordinating boards whose chairmen are the heads of the respective departments of education. In the Slovak Socialist Republic a Government Commission was set up for educational and vocational guidance and counselling whose chairman is the minister of education. At the level of regions and districts there were set up commissions of the council of the respective national committees for educational and vocational guidance and counselling. The function of the research and methodical centre for educational and vocational guidance in the Czech Socialist Republic is held by the Institute for Research, Guidance and Counselling of Youth at the Pedagogical Faculty of Charles University in Prague, in the Slovak Socialist Republic by the Research Institute of Child Psychology and Pathopsychology in Bratislava.

To close this part of my presentation I would like to emphasize that the system of educational and vocational guidance and counselling in the Czechoslovak Socialist

Republic is relatively "young" and has not yet been completed in all its components. During its relatively short life it has, however, proved by its results that its existence is justified and important as part of the overall system of the education of children and youth and their education and training for life and work in an advanced socialist society.

2.

The Training of School Counsellors in the Specialized Post-Diploma Study

In the introduction to this, the second part of my presentation, I would first of all like to say a few words about the personnel of regional and district pedagogical and psychological guidance centres. Currently, regional and district pedagogical and psychological guidance centres have been set up in all regions and districts of the Czechoslovak Socialist Republic which means that in each of the 10 regions and in Prague and in Bratislava there operates 1 regional or municipal centre and one guidance centre operates in each district. Under the Decree issued by the Ministry of Education of the Czech Socialist Republic on educational and vocational guidance and counselling in 1980 the regional guidance centre should employ at least 30 specialists on average, the district guidance centre should employ at least 6 specialists not including the director of the centre. Currently the number of specialists in some guidance centres has not yet the required number while in others the number exceeds the limit. As concerns qualification most of the quidance personnel are psychologists and educationalists, graduates of university departments of psychology, pedagogy or pedagogy and psychology, university graduates in special pedagogy. Specialists in methodology working in these centres also include teachers who have a university degree in pedagogy and who have moreover completed a post-graduate educational and vocational guidance study course and who worked as school counsellors. Other workers of the guidance centres include social workers with secondary level education. All these workers are full--time employees of the guidance centres. Medical doctors are not full-time employees of the guidance centres, they are employees of the sector of health care and cooperate with the pedagogical and psychological guidance centres.

The basic and most numerous element in the system of educational and vocational guidance and counselling are school counsellors. This post has been established at all fully organised basic schools, at all special schools, at all grammar schools, it is gradually being instituted at technical secondary schools and at vocational secondary schools.

The post of the school counsellor is held by a selected teacher of the respective school appointed by the national committee on the recommendation of the headmaster /the national committee supervises the work of the schoo[illegible] The school counsellor is responsible to the headmaster for his work, the school counsellor at basic school and at special schools of the same level is methodically supervised by the respective district pedagogical and psychological guidance centre, the school counsellor at secondary schools is supervised by the respective regional pedagogical and psychological guidance centre. At the school counsellors fulfil their teaching obligations, in dependence on the number of classes in the school their teaching load is reduced by 1 - 5 hours a week to enable them to perform their work as school counsellors. Next to the reduced teaching load /with unreduced salary/ school counsellors who are fully qualified, i.e., who have completed a specialized post--graduate study course at selected institutions of higher education receive a regular monthly bonus of 300 Czechoslovak crowns.

The tasks of school counsellors are demanding, complex and responsible. Therefore experienced teachers are selected for this job, such who are interested in it and have the appropriate personality, specialist and political qualities. An indispensable precondition for the performance of the job of a school counsellor is further specialized education. In the initial stages of this system of vocational and educational guidance and counselling when it was necessary to quickly provide teachers appointed to this post a certain basic system of knowledge necessary for the performance of this work, all school counsellors at basic schools and grammar schools attended a one-year seminar for which the Czech and Slovak Ministries of Education issued a curriculum and which was run by regional pedagogical and psychological guidance centres. A directive was simultaneously issued ruling that school counsellors must have not only a university teacher qualification for the respective type and level of school but above that must have a specialized post-graduate qualification acquired in a specialized post graduate study course at selected faculties of institutions of higher education determined by the Ministry of Education. This specialised postgraduate study course for school counsellors at basic schools and at special schools was introduced by a Decree of the Ministry of Education from the school-year 1965-1966, for school counsellors at grammar schools about ten years later. The Institute for Research, Guidance and Counselling of Youth of the Paedogogical Faculty of Charles University in Prague is the workplace at which this study course has continuously been run since the school-year 1965-1966 and its workers thus have many years of experience with it.

Specialised post-graduate study of school counsellors is organized in form of four-semester part-time study courses. Required for admission is a diploma of higher education qualifying for the teaching profession, practice in the teaching profession and a recommendation issued by the respective educational authority which contains a statement on whether the recommended teacher is already performing the function of a school counsellor or whether he is being trained for it as a potential school counsellor. In exceptional cases and for a temporary period of time these study courses admitted teachers without university qualification from the ranks of elderly experienced teachers and at the request the educational authority. These were teachers who had acquired their qualification before the introduction of higher education for all teachers with the exception of nursery school teachers.

In the period between October 1, 1965 and September 30, 1981 specialized post-graduate courses at the Pedagogical Faculty of Charles University in Prague were attended by a total of 1100 school counsellors from schools in all regions of the Czech Socialist Republic, another 182 successfully passed their final oral examination and are working on their diploma work. In the school-year 1981-1982, 318 attendees are studying in the 1st and 2nd years. This Faculty has thus trained and is currently training 1 600 qualified school counsellors.

Up to the school-year 1980-1981 /inclusive/ the education of school counsellors for basic schools and for special schools and the education of school counsellors for grammar schools was organized separately according to two different curricula. Since the school-year 1981-1982 the Pedagogical

Faculty of Charles University in Prague has launched /starting from the 1st year of study/ a unified study course for school counsellors for basic schools, special schools, grammar schools, technical secondary schools and vocational secondary schools, according to a unified curriculum.

The elaboration of this plan which was approved by the Ministry of Education in 1981 proceeded from the evaluation of more than 15 years of experience with this type of study and the needs of the further development of the system of educational and vocational guidance and counselling, especially at technical secondary schools and at vocational secondary schools.

The existence of the initial two curricula for the specialized post-graduate study of school counsellors accroding to the type of school at which they worked, i.e., at basic schools, including special schools for handicapped children or at grammar schools was conditioned mainly by social, practical and organizational aspects and by the working and personnel possibilities of higher education institutes at which the study courses were organized. For objective reasons it was necessary to firstly provide the required post-graduate qualification to the numerous staff of school counsellors at basic nine year schools and at special schools for handicapped children and only then was it possible to secure post-graduate training for the substantially smaller number of school counsellors working at grammar schools. Currently it is highly topical matter to secure the training of qualified school counsellors for technical secondary schools and for vocational secondary schools.

This initial curricula for specialised post-graduate study courses consisted of 230 hours of lectures and seminars which the post-graduate students attended over four semesters at the faculty. The main emphasis laid on controlled individual study. The principles of the concept of the education of school counsellors according to both curricula were the same but the content differed in certain aspects which were related to the specificity of the school at which the post-graduate students worked as school counsellors. Approximately two thirds of the content of the study course were identical. The structure of the two curricula consisted of three groups of subjects:

the first group were subjects based on psychology. In view of the fact that the students are graduates of higher education institutions training for the teaching profession who in the course of their pre-service education acquired the foundations of general, developmental and educational psychology, the curricula and syllabi take this fact into consideration and the specialized post-graduate study course put emphasis on knowledge of those special psychological disciplines which have special significance for the work of the school counsellors. The knowledge of general psychology was assumed and required at the final examination but general psychology was not included in the curriculum. The subjects of this group in both curricula contained personality psychology, developmental psychology, social psychology, educational psychology, the fundamentals of pathopsychology, and work psychology. The content and range of these subjects differed very little in the two curricula. The subjects of the second group proceeded from the knowledge of educational sciences; it was in this part that the two curricula differed most because in these subjects was accentuated the specificity of basic schools and special schools for handicapped children on the one hand and the specificity of the grammar school on the other. In both cases knowledge of educational sciences was taken into consideration such as the graduates of institutions of higher education training for the teaching profession were to have acquired in their pre-service education and which could thus now be assumed. In view of the previous deeper and more extensive pedagogical training of teachers of basic schools the curriculum of the specialized post-graduate study course for school counsellors for basic nine-year schools only included selected chapters from general pedagogy and didactics for basic nine-year school and special education for basic school. The curriculum of specialized post-graduate study courses for school counsellors for grammar schools included the current questions of the educational policy of the Czechoslovak Socialist Republic, selected chapters of general and comparative pedagogy and higher pedagogy. The third group in both curricula consisted of the main specialized subjects, i.e. "The theory and organisation of the system of educational and vocational guidance and counselling", "Methods of work of the school counsellor " at the respective type of school and a seminar related to the final thesis. The third group of subjects also included certain specialised subjects providing the school counsellors with a comprehensive survey of labour law problems, of basic current economic problems, the sociological problems of education and the sociology of youth, as well health aspects of education and vocational guidance. The postgraduate students also acquire basic knowledge of mathematical statistics needed for processing the final thesis.

After completing the 4th semestr the students sat for a demanding complex oral examination. The examination subjects were :

1/ the theory and organization of the system of educational and vocational guidance and counselling and the methods of work of the school counsellor,

2/ psychology,

3/ pedagogy.

The requirements placed on students in the first and second examination subject differed very little for students of the two types of specialized study courses, in the third examination subject the differences were considerably bigger in relation to the specifities of the school counsellor worked. The final examination also includes a final written thesis whose theme is set in the second year of study and which is handed in within six months of passing the oral examination, the deadline being the end of the third school-year of study. The themes of the final theses were selected such that the students acquire the methods of research work, a deeper knowledge of a certain specialized problem area which they are asked to solve in their practical work, that they verify the methods of their own work, i.e., the thesis should become not only a theoretical contribution for the students themselves but also a contribution to their practical work. In the past ten years the themes of these theses followed up on the research tasks solved by the Institute for Research, Guidance and Counselling of Youth within the framework of the sector plan of research in the field of education. Each of the students was assigned a consultant from the ranks of the workers of the Institute for the elaboration of the thesis.

The course and results of this study justify the conviction that very good and experienced teachers who have good abilities for guidance and counselling work were selected by the school administration for the postgraduate specialized study courses and to the posts of school counsellors. The professors highly evaluate the students' approach to and interest in study courses and their study results. We can say that about one half of them have outstanding results. The graduates of these courses on the other hand evaluate very positively its overall standard and organization and its contribution to the performance of the post of school counsellors and to the performance of the teaching profession. They have expressed this not only in words but also by the quality and standard of the results of their examinations and their theses and especially by the results of their practical work in schools. We meet them ever more frequently as winners of regional and national educational readings, as authors of specialized articles in the specialized press at examinations for higher academic degrees. Many of them today hold the post of headmaster and senior posts in the educational administration and some work as methodologists of guidance and counselling in pedagogical and psychological guidance centres. Our experience exceeds Prague and the Central Bohemia region because graduates of our courses include school counsellors from all Czech regions and a small proportion from the region of Moravia. Of the 1,100 graduates of specialized post-graduate study courses at our faculty between the years 1965 and September 30,1981, 22.5 % were school counsellors from the North Bohemia region, 20.2 % from the East Bohemia region, 17.4 % from the South Bohemia region, 13.4 % from Prague, 13.4 % from the Central Bohemia region and 11.0 % from the West Bohemia region, 2.1 % came from other, i.e., Moravian regions.

In the school-year 1981-1982 the Pedagogical Faculty of Charles University in Prague opened the first year of study in the specialized post-graduate study course for school counsellors according to a unified curriculum, i.e., a unified post-graduate education for school-counsellors at basic schools, grammar schools, technical secondary schools, vocational secondary schools and special schools for handicapped children. The elaboration of this curriculum was based on the evaluation of experience gained with these courses and on the following theoretical postulates and practical aspects.

The theoretical concept of guidance and counselling in Czechoslovak Socialist Republic is characterized by the principle of the interdisciplinary theoretical approach to the resolved questions and the principle of their complex practical solution and the principle of the long-term and systematic provision of these specialized services to children and youth as well as to those who educate them or care for them, the principle of the manysided approach to the personality of the child and youth in the process of their development and in the analysis and evaluation of the conditions of this development, the principle of the consistent implementation of the developmental aspect in the overall concept, evaluation and soulution of all problems and individual cases and the principle of safeguarding the continuity of the formative influences of schools of different types and levels and of the school and the family. These principles have in curricula so far been applied in psychological subjects and in specialization subjects of the third group, not consistently in pedagogical subjects which next to the common core also comprised a content differentation accentuating the specifity of the respective type of school at which the school counsellor worked. In the new curriculum /which conteins a total of 259 hours of lectures/ instruction of all subjects for school counsellors at basic and secondary schools is the same and covers the whole problem area required for the performance of the work of a school counsellor at basic schools, special schools for handicapped children and secondary schools of all types.

In relation to the tasks of guidance and counselling in the process of the further development of the Czechoslovak educational system we consider it to be useful to develop as much as possible the cooperation and coordination of school counsellors at basic and secondary schools and thus to help overcome the organizational, prestige and psychic barriers of teachers of various types of schools, which often prevent them from having a general view of the process of the formation of the personality from young age to adulthood and who lock themselves up in the specific problems of the school at which they work. We have therefore considered it to be purposeful to place in the same classes of the specialized postgraduate course school counsellors from different types of schools, to prepare them together for the performance of their work and thus to establish the theoretic and factual basis for their cooperation in practice.

An important aspect today comes to the fore in connection with the unified training of future teachers for general educational subjects at the second level of basic school and for future secondary teachers. Possible changes in the work of these teachers which depend on the needs of the school administration, i.e. at basic schools and at different types of secondary schools, as well as factual aspects, would in the future undoubtedly enforce a content unification of the training of these future teachers for the performance of the school counsellors´duty at basic school and at secondary schools.

Also important are the organizational and economic aspects of the implementation of this specialized study. From the point of view of its effectiveness it has been practically proven that instruction must be provided by a stable staff of specialists at selected training facilities charged by the Ministry of Education to conduct this type of training. In the implementation of this study the workers of the Institute for Research, Guidance and Counselling of Youth at the Pedagogical Faculty of Charles University in Prague who safeguard instruction in all Czech regions went out to meet the demands of the school administration in the respective regions and the transport possibilities of the attendees by visiting the attendees at their workplaces and providing instruction in allocated classrooms there. Such organization of the specialized postgraduate study course for school counsellors is also economically cheapest.

The organization of the specialized post-graduate study course for school counsellors according to the new unified curriculum remains the same, i.e., it is a four semester study course. The total range of subjects based on psychological disciplines has been adjusted to 96 hours of lectures and their proportion has partly been changed on the basis of the evaluation of our experience with this course. The subjects included in the first group will also in the future comprise personality psychology, developmental psychology, social psychology, the fundamentals of pathopsychology and the focus is education psychology and work psychology.

Expended has been the second group of subjects, whose basis are the pedagogical disciplines. Their system and content naturally takes account of the fact that the relatively best training received by teachers during their pre-graduate teacher training at institutions of higher education was in the pedagogical disciplines and that they are continously updating and upgrading their knowledge in practice. In 63 hours of lectures in this specialized post-graduate study course the school counsellors become acquainted with the current questions of educational policy, they complete their knowledge by selected guestions of general and comparative pedagogy and pedagogy of basic and secondary education, they all become newly acquainted with the questions of special education at basic and secondary school levels and with higher education pedagogy.

In the third specialized area which comprises a total of 100 hours the attendees become acquainted with the theory and organization of educational and vocational guidance and counselling activity and that part of instruction concerning the methods of the work of school counsellors has been extended. Also included has been a seminar linked with the final thesis /implemented in 5 variant parallel seminars/ and practicums in mathematical statistics. Other specialized subjects included in the new curriculum include the introduction to labour law, a comprehensive survey of economic problems, such as are significant for the vocational guidance of pupils of basic and secondary schools, the biological and health problems of pupils of basic and secondary schools; the sociological problems of the education of youth have been deleted from the new curriculum. In relation to the modification of the content of subjects the system will be adjusted of requirements for the final oral examination; the number of subjects of examination will remain unchanged.

Also unchanged remains the final written thesis based on own research, possibly on the generalization of own experience with educational and vocational guidance and counselling activity, thematically following up on the tasks of the sector research plan in the field of education for the years 1981-1985 which is coordinated and solved by the Institute for Research, Guidance and Counselling of Youth at the Pedagogical Faculty of Charles University in Prague.

Graduation from the specialized post-graduate study course provides the school counsellor with the prescribed education for this work. In his/her work at concrete schools the school counsellors are supervised by regional or district pedagogical and psychological guidance centres which safeguard their further education in form of seminars, lectures, methodological block courses, etc. These questions will be taken up in the course of this Seminar by directors of regional pedagogical and psychological guidance centres. The individual in-service education of school counsellors is served by specialized publications published on a nation--wide basis, especially by the State Pedagogical House in Prague and in Bratislava, scientific publications published by scientific and university institutions and especially the periodical collection "School Counsellor", a quarterly which has been published since 1964.

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TEACHERS AND COUNSELLORS: ARE THEIR RESPECTIVE ROLES INTERCHANGEABLE ?

Introduction

With respect to the guidance of the young people, the responsibilities of both teachers and counsellors are of equal importance, but one feels here the need for a better clarification and distinction between their respective functions. Among the reasons which justify the necessity of this distinction about career counselling and career education one can cite the following ones :

- Counselling, considered as the task of a specialist answering individual needs, demands a high level of professionalism.

- Teachers deal most often with groups. Therefore they can hardly listen to each of their students and give them advices equitably. Any expression of more attention to one or a small group of pupils would be perceived as preference by the other ones.

- Teachers are sometimes considered by adolescents as representatives of the authority. The choice of a career cannot be the result of any "outside" decision : This choice is firstly determined by a patient, progressive and conscious elaboration by the subject.

- Teachers sometimes play the role of a judge, evaluating and selecting the students, who hesitate to ask questions about their personal problems.

Through the brief study a concrete case, the Cycle d'orientation in Geneva, I shall attempt to describe the training and the tasks performed by the people in charge of the guidance of our pupils. I will mention some of the major encountered problems and will present some suggestions in order to improve the contents and the means of their initial and further training.

Two different categories of specialists should be carefully distinquished : on one side the teachers, who are in charge of guiding their students by means of their own teaching process, and on the other side the former teachers, who devote all their time as counsellors. We will examine here why and how this task could be better recognized and protected as a professional speciality.

Of course, the presence of several specialists within the same institution could raise double employs and conflicts of competence. But, in fact, according to the type of problem and, above all, according to the quality of the relationship between the counsellor and the student, the latter should benefit from a certain freedom in choosing his or her partner for his or her guidance.

1. The "Cycle d'orientation" in Geneva

In Switzerland, the school organization is broadly decentralized and placed under the authority of the cantons. Hence our country comprises twenty-five different educational systems and our study is only concerned with the case of Geneva, a small urbanized region of about 400.000 inhabitants. Approximately half of the active population is there employed in the tertiary economic sector. This fact explains among others a particularly marked effort of the State for public instruction . This effort is translated into the facts by a relatively high level of schooling.

The compulsory school comprises six primary degrees and three years in the "Cycle d'orientation", which receives about 12.000 pupils in eighteen similar buildings.

At the 7th degree, the pupils are divided into three sections called "latino-scientific", general and practical, This distribution is made on the basis of the results at the end of the primary school, the wishes of the pupil and his parents and the results of psychopedagogical tests. Transfers are possible from a section to another one, but this is exceptionally the case at the 9th degree. These transfers are decided by a "Council of Teachers".

After the "Cycle d'orientation", 40 % of the adolescents go on studying in order to obtain a diploma of "maturity", which is equivalent to the baccalaureat, allowing them the access to the University. 20 % of the pupils enter a business school, 13 % start their studies in a school for general culture leading to vocational studies at a higher level /for instance paramedical professions/. About 20 % of the pupils start with vocational studies in a technical school or in the form of an apprenticeship within a commercial or industrial company and attending more theoretical courses at school two days a week. These figures are evidently approximative.

Moreover, for their vocational guidance, the Ministry of Public Economy offers the students the services of an Office for Vocational Training and Guidance.

2. The guidance team

In each of the buildings of the"Cycle d'orientation", five types of employees are more particularly in charge of the guidance of the students:

- The Vocational guidance counsellors belong to the above mentioned Office,
- the School guidance counsellors are grouped under the responsibility of a dean attached to the Center of research,
- the social assistents,

- the vocational information teachers, and

- the classgroup teachers, or tutors, responsible for a group of 15 to 25 pupils.

In order to shorten this presentation, I shall describe in more details the tasks, the initial and further training and the problems concerning two major functions: the school counsellor and the vocational information teacher.

Concerning the tasks of the counsellors with the pupils, he or she is invited to examine the adolescents who spontaneously meet him or her, or on the wish of the parents, the teachers, the school management or of anybody taking care of them.

The counsellor discusses with the client his problems in order to facilitate a better awareness. He offers an opportunity to test the aptitudes, he informs the client about the different academic careers, he looks for the solutions with the above mentioned partners and suggests an individual or collective assistance, a remedial course or advices for guidance, etc.

With the technical help of the Center of psychopedagogical research, the counsellor organizes collective or individual testing sessions and interprets their results within the context of the individual history of the subject.

In principle the pupils are interviewed with the approval of their parents.

The counsellor offers consultations for the teachers about individual cases, as well as at the more general level of a sensibilisation to learning or adolescence psychology in order to help them to improve their relationships with the pupils. The counsellor attends the school councils and working groups on general educational problems.

The counsellor collaborates regularly with the school management, the center of research and with other schools or services.

Having the same professional status as a teacher, the counsellor teaches 4 hours a week in the form of psycho-pedagogical assistance given to groups.

Our counsellors hold a Licence /Masters-degree/ in psychology, with a special diploma in clinical psychology or in vocational guidance. He benefits from a complementary practical training for two years.

A further training is provided in the form of six hours a week devoted to courses, seminars, readings or to a supervision of his work by other psychologists or psychoanalysts about the methods he employs.

Courses on vocational information are given at our school by usual voluntary teachers at the rate of one to two hours a week.

These teachers are trained in the form of a 40 hours course comprising three parts :

- How to get informed
- Self awareness
- The vocational world.

The different chapters of this course are the following:

- The adolescent facing his choise. The different possible academic and vocational tracks. How to prepare visits, interviewes and residences within industries or services companies. The apprenticeship. The different sources of information. Audiovisual aids.
- Elements of self-awareness. How to prepare ones vocational choice. The roles of the different partners. Case studies.
- Legal bases for the protection of the young workers. The labour market and the placement process. Looking for a job. Entry examinations. The trade unions.

3. Expected improvements

On the basic of a twenty years experience, we feel able to formulate the following ideas, trends and projects:

3.1 Teachers in any subject matters should be trained to guidance and "Career education"

We are presently organising a one year course for voluntary secondary teachers including the following themes:

- Conceptual analysis of some "key-words" /guidance, selection, career education, counselling, etc./
- Critical analysis of our present practices in the field of guidance within secondary school.
- Study of the possible roles of the teacher /listening, giving advices, the collaboration with the specialists, the search for talents, the process of a continuous career education, the interiorization of social roles, the choice, the prerequisites for different careers, etc./
- The possible methods to implement /documentation, observation, self-evaluation, simulation exercises, group and case work, etc./
- The integration of guidance and career education into the teaching of different subject matters.

3.2. The powerful help of the computer should be carefully studied for guidance

The very fast improvement of the computer technology and the consequent lowering of the costs should lead us to commit repetitive tasks to this new tool. Documentation files, lists of vacant posts, self-tests processing could be provided at a more low cost.

3.3 All possible efforts should be provided in order to professionalize the counselling work

The public should be protected against abuses of charlatans in the field of counselling. The authorities should be asked to demand a minimal level of training for this work. This profession should be better protected on legal basis, and a minimal salary should be ensured. Three means of valuing this profession could be adopted: The certification, by an officially recognized institution of training; the licence, by which a legal committee could confer the right to practice for individual candidates, and the accreditation, given by a national or regional professional society.

3.4 Research should be developed on the process of vocational choice

The ideal would consist in connecting pleasure and work. The main problem of adolescence is to distinguish and to establish relationships between ones own desires and reality. A vocational choice should be result of ar personal elaboration. A choice is never definitive, therefore it seems important to allow the adolescent to keep an open mind during the process of the choice maturation. Too many choices are determined by the pressure of other persons, the parents, for instatnce. These informations of all kinds must be integrated by the self, and this work takes time. A quick choice is most often a choice to fly. One can be surprised by the ability of the adolescent to solve his own conflits and to go beyond and to compensate a lack of aptitude.

3.5 Guidance should be integrated into the curriculum within the long life education process

Any knowledge is better mastered when connected to ones own projects. Young people could be better motivated by their awareness of the importance of a knowledge or a skill for their vocational, civic or cultural life. This integration of a guidance program could be actualized by infusing the above mentioned concepts into the teaching of any material, by additing courses on career education, or by organizing periods of work experiences.

This integration implies the necessity for the employers to define the entry criteria no more in terms of school or academic achievement, but in terms of tasks expressed on the basis of job specifications.

Moreover, according to WATTS, SUPER and MARQUES[1] this integration of guidance into the educational process would help the school to better open itself to the outside world. The authors describe career guidance as an agent of accountability of the educational system. As a conclusion, let us read a short quotation extracted from the end of their report:

"At the school level, career guidance could play a vital part in challenging the nature of the educational system and helping it to be more responsive both to the society which sponsors it and to the students who are its clients".. .. "We feel that if it /the guidance/ can become an integral part of the educational system, it will help to release that system from many of the dehumanising tendencies which ensue when it is self-encapsulated, self-validating and self perpetuating, as it often is at present. Our view is that the content of the curriculum needs to be constantly exposed to validation in terms of its direct relevance both to the economic and social needs of society, and to the needs of individual".

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[1] J.H. FERREIRA MARQUES, D. SUPER, G. WATTS, PERIN H. MEHTA:
"Guidance and the school curriculum"
UNESCO report Nr ED-78/WS/72

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QUESTIONS RELATED TO THE IMPROVEMENT OF THE SYSTEM OF PSYCHOLOGICAL AND PEDAGOGICAL VOCATIONAL TRAINING AND GIUDANCE

The communication presented here is based on the following postulates :

- the socialist school in the GDR has great responsibility for the effective preparation of the young generation for life and work, for later specialized activity. As a socialist school it is a polytechnical school as all school education is closely linked with life and practice. This is one of the tasks of all instruction, in unity with its scientific, party character and its linkage with life. Preparation for a vocation first of all means that children and youth are acquainted during their school attendance with the concrete demands which will be placed on them in socialist society.

Work education for communist morale plays the central role in the complex process of the education of youth because participation in work develops such moral qualities of behaviour as endurance, assiduousness, discipline, the feeling of responsibility and a sense for the collective. Those are the qualities which will be required of future specialists.

- polytechnical education has special significance in training for work and in vocational guidance. Starting from nursery school and work training in the first grade of basic school up to productive work of pupils of the 7th - - 10th grades in enterprises and socialist cooperatives in industry, construction and agriculture the most favourable conditions prevail for leading young people to work. It is the close linkage of all instruction and education with life, with production that is the most important precondition for preparing young people for choosing their vocation. Such forms of work have been proven to be the most effective for the vocational guidance of young people which enable long-term continuous educational activity. This mainly concerns the productive work of pupils, the patronage relationship between the school and the enterprise as well as the out-of school activities of our pupils. It appears that the most effective possibilities of vocational guidance rest in work itself. In productive work the pupils acquire working knowledge, skills and habits which are important for their future vocation. Our practical experiences indicate that girls and boys will get the best idea of a certain vocation in direct material production during polytechnical training. In the subject "Introduction to socialist production" the pupils become acquainted with the substantial technical, technological economic and national economy relations of social production. At the same time their technical interests are developed and this substantially contributes to a well-founded choice of vocation. The patronage relations between the school and the workers'collective at the enterprise offers good possibilities for acquiring information on the respective occupations. It is an important form of the working class influence on the education of school youth and contributes towards accessing the socialist enterprise and the working people to the pupils as a new life sphere.

- it is the duty and role of the entire society to prepare the young generation for a peaceful life and for work. Vocational guidance is an immanent part. Socialist school, educationalists, the youth organization and the representatives of parents must resolve specific problems. Heads of schools are responsible for the inclusion of specialist enlightenment and vocational orientation in the teaching process and in out-of-school education through the teachers and educators. The basic for specialist enlightenment and vocational orientation is information provided by territorial state authorities on the development of the national economy, on the economic development of the respective territorial entity with regard to the key vocations and study quotas at institutions of higher education and at secondary schools. In the impementation of vocational guidance and counselling on a long-term basis the school closely cooperates with the enterprises. Our experience has shown that it is necessary to evaluate systematically from the 6th grade upwards the wishes of the pupils as concerns their future vocation in collaboration with the class teacher, subject teachers, the parents'- teachers'association in the respective class and the consultative commission for vocational guidance of the parents'- teachers'association and to see to it that in vocational choice maximum harmony be reached betweem social demands and personal interests and that the free decisions of the individuals be implemented.

- an important contribution for securing the adequate deployment of skilled youth to all vocations and enterprises of the given territory is the work of the centre for vocational guidance and counselling. This is an establishment of the district council and by its counselling and guidance work helps pupils and adolescents to put in harmony their personal interests, their physical and psychological gifts and talents and social requirements in the choice of their vocation. In close cooperation with the school and enterprises this centre provides guidance and counselling and informs the pupils of skilled jobs and secondary school and university and college soecializations. Specialized enlightenment and vocational orientation is implemented through guidance to school classes, to groups of pupils interested in certain vocations, to parents and to parents - teachers'association as well as to individuals. School and enterprise physicians and psychologists may be involved in this activity. The vocational guidance and counselling centre allows the pupils to become acquainted with different vocations and occupations, with activities typical for various occupations and workplaces as well as with the spheres of the activity of secondary school and university educated personnel.

In cooperation with enterprises the centre makes use of exhibitions on various occupations and training for different occupations, films, audiovisual media and other materials. They are also regular television programmes presenting different vocations.

Preparation for a vocational choice is an integral component of general social measures within the career education of youth. The implementation of the right to education and further education and the right and duty of every adolescent to train for a vocation which is guaranteed to all citizens of the GDR under the Constitution requires purposeful, systematic and long-term guidance on vocational choice and study as the firm component of socialist education and instruction. This requires the close cooperation of schools and enterprises, trade unions and parents and the coordination of youth and children's organizations in order to inculcate in all pupils the ability to make their vocational choice with responsibility and with full awareness and knowledge.

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PROBLEMS OF TRAINING SPECIALISTS FOR VOCATIONAL GUIDANCE IN THE U.S.S.R.

The current stage of development of Soviet economy is charecterized by the organic linkage of the achievements of the scientific and technical revolution and the advantages of the socialist system of economic management, the transition to intensive economic development, raising the effectiveness of production and the quality of work. L.I. Brezhnev said at the XXVIth Congress of the Communist Party of the Soviet Union that: "The intensification of the economy and the raising of its effectiveness consists in practical terms primarily in making the results of production grow at a faster pace than the costs expended in it, in that with the involvement of relatively smaller resources in production ii would be possible to achieve more". /Documents of the XXVIth Congress of the Communist Party of the Soviet Union, Politizdat, 1981, p. 40./

The orientation of economic activity to the attainment of better final results is reflected in the transition to a type of development which saves resources, creates working tools and machine systems and highly economical non--waste technologies which are indispensable to achieve this, to the perfection of the structure of the national economy and its sectors in the direction of reducing the energy and material exactingness of production, reducing raw materials and material losses and wastes in all stages of processing, storage and transportation.

The transition to a resource saving type of the development of the Soviet economy leads to a great demand for labour which is being called upon to implement this transition, for workers who are able to create and introduce new working tools and highly economical non-waste technologies.

The problem of the training and rational use of skilled personnel is gaining special urgency not only in connection with the transition of the economy to intensive development but also with regard to demographic factors which condition the drop in the influx of new labour to the national economy of our country which requires: "the solution of many economic, technical, social and educational tasks" /item p.41./ The main trends of economic and social development of the USSR for the years 1981- 1985 and for the period up to 1990 therefore set the task: "to improve the forms and methods of work, moral and aesthetic education in the school.
To intensify activities in the sphere of the vocational guidance of youth". /item p. 181/

In the conditions of the scientific and technical revolution which are giving rise to continuous changes in the technical equipment of all sectors of the national economy and in the structure of the qualification and specialization of people, vocational guidance and orientation is becoming the indispensable element in planned economy in the sphere of the initial and further education of personnel, bearing in mind the abilities of each personality and the needs of the national economy. Article 40 of the Constitution of the USSR states: "Citizens of the USSR have the right to work, i.e., to guaranteed work remunerated according to its amount and quality, this not less than the State provided minimum, including the right to the choice of vocation, the type of employment and activity in accordance with talent, abilities, specialized training, education and with regard to social needs.

This right is secured by the socialist system of economy, by the continuous growth of production forces, free education, further education and the instruction in new specializations, the development of systems for vocational guidance and orientation and involvement in the working process".

Currently our country is forming a comprehensive system of vocational guidance and incorporation in the working process which involves bodies responsible for the deployment of labour and an extensive vocational guidance system. The main link in this system is vocational guidance at the level of the general educational school.

In order to raise its effectiveness the Ministry of Education of the USSR has established an Inter-sector Methodical Council for vocational guidance of youth.

The membership of this council includes representatives of the State Planning Commission Gosplan, the State Committee of the Soviet Government for Labour and Social Affairs, the All-Union Central Trade Union Council, the Central Committee of the All-Union Leninist Communist Youth Union and representatives of other interested ministries and sectors.

The Intersector Methodical Council coordinates the respective activity of the Republic, regional and area intersector councils for vocational guidance of youth, the activity of the commissions for the vocational guidance of pupils and coordination in the deployment of secondary school leavers in the working process of the executive committees of district /municipal/ Soviets of people´s deputies, the activity of all-union and republican ministries and sectors as well as organizations of all-union importance.

The Intersector Council has a working body which prepares the meetings of the Council, according to its instructions it prepares methodical materials, applies for, acquires and distributes the respective information and materials.

The Intersector Methodical Council prepares recommendations related to questions of vocational guidance and publicity in the press, radio and in television, process recommendations related to the principal trends of scientific and research work in the field of vocational guidance of youth, the introduction of the results of this work into practice , is responsible for the provision of information to the councils, commissions, ministries and sectors and organizations on questions related to vocational guidance and to the development of youth in the working process, it helps the exchange of information between these bodies.

The principal aspect of the work of the Council is vocational guidance provided to pupils of general educational schools. The Council draws up recommendations for the main trends of vocational guidance work for pupils of the 4th - - 8th grades and pupils of the 9th - 10 /11th/ grades of general educational schools taking into consideration the needs of the national economy insofar as concerns cadres and the placing od school leavers /who have completed the eighth grade of compulsory school education/ in technical secondary schools, apprentice schools and ninth grades of general educational school and the placing of all secondary school graduates who do not intend to continue in their studies in jobs in different sectors of the national economy.

The Council prepares proposals for securing the active participation of enterprises, State farms and cooperative farms /sovkhozes and kolkhozes/ in organizing work education, vocational guidance, production practice of pupils and out-of-school and extramural activities in the field of technical creativity and agricultural experimentation /See Education for work and vocational guidance of pupils of secondary general educational schools. Collected documents, ed. by V.M. Korotkov M., published by Prosveshcheniye, 1980, pp. 163-164/.

District and municipal educational departments have introduced the post of inspector for work education and vocational guidance. Methodical units have been set up for vocational guidance at secondary general educational schools and centres of vocational guidance have been set up at eight year general educational schools. At these centres pupils can become acquainted with materials on local enterprises, information on questions related to the organization, technology and economy of production, worker occupations, current and prospective jobs, working conditions, informative, popular scientific and other literature on various professions and occupations, on technical and apprentice schools, on various sectors of the national economy, science and technology, on production and the economy.

Within the system of the Academy of Pedagogical Sciences of the USSR there operates the scientific research institute for work education and vocational guidance.

Annual contests are held on an annual basis in different districts of the USSR in which school departments for vocational guidance take part, many of these departments are well supplied with technical aids and various information and methodical materials.

In the schools there are various departments and units which associate teachers, representatives of working collectives, the parents and pupils.

Vocational guidance is becoming an integral component of the process of education and instruction in the school and involves measures for actively influencing the specialized orientation of the pupils. This system of measures usually includes actions which are organized by the school itself within the process of instruction and education /polytechnical education, technical training and production practice/ as well as out-of-school activities /hobby groups, olympiads, competitions, experiments, children´s technical creativity/, the activity of youth organizations, parents´ - teachers´associations, production collectives and the mass media specially oriented to vocational guidance.

The aim of this activity is to help youth in the choice of their future occupation in accordance with their interests and abilities and with regard to the needs of the national economy while strictly observing maximum agreement of the individual qualities of the pupil and objective demands which are placed on the personality by the respective occupation. Medical and biological research have shown that approximately 10 % or people cannot cope with 90 % of the occupations and sp cializations which are related to the manufacture of products of small parts /Pravda, 11th April, 1978/.

Great importance is being attributed to the deepening of vocational guidance in the process of work education of pupils. Therefore in our country the material base is being built and strengthened for work education and instruction of pupils. This education includes production training complexes /UPK/ [x] which are always jointly run for several schools, training workshops and training sectors in enterprises, State farms and cooperative farms, school workshops, the building of permanent work and recreation camps and clubs of young technicians. Each school has its patron enterprise.

Under the decree on patron enterprises /organizations/ secondary general educational schools are being provided by the patron enterprise free of charge equipment and materials, assistance with equipping areas used for work training, resources centres and workshops, they bear the costs of the wages paid to skilled workers, engineers and technicians who are employed in the work training of pupils. These enterprises organize the work training of pupils of upper classes in training areas in the enterprise, in the production training complexes /UPK/, organise production practice for pupils of the 9th and 10th grades of general educationa schools, help the schools in out-of-school education in the field of technical creativity, agricultural experimentation and the vocational guidance of pupils, they take part in the organization of qualification examinations for pupils of the upper classes who have attended a course of extended work training.

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[x] Russian abbrev. for "Uchebno-proizvodstvennyj kombinat" /production training complex/

The assignment of patron enterprises to secondary general education schools has provided the legal basis for joint activity of production and pedagogical teams in the field of work education, teaching and vocational guidance of pupils.

The linkage of the production and pedagogical collectives has provided an adequate impulse for expanding the network of production training complexes /UPK/ and school workshops. In 1975 there were 240 such complexes while in 1982 their number had increased to 2400, i.e., a ten-fold increase.

Many years of experience with the work of the UPK complexes have shown their higher effectiveness as concerns expanded work training of pupils and the vocational guidance of pupils as compared with school workshops and enterprise training werkshops. The fact remains that the training of pupils directly in the production enterprise is complicated by the technological and operating conditions of the enterprise. In the training workshop the pupil's choice is restricted to one or two types of field regardless of his desires and leanings. The UPK complex, on the other hand, offers a sufficiently broad choice of fields with regard to the leanings, desires and skills of the pupils. In 1982, for instance, there operated in Moscow 41 UPK complexes and 18 training areas in enterprises. Patron enterprises built more than 200 workshops and training areas as structural units of the UPK complexes. More than one thousand patrons, skilled workers, engineers and technicians who were appointed by the enterprises for work with pupils are training pupils in 72 working profiles. In the Moscow UPK complexes pupils may in fact acquire training for such broad qualifications as machining and turning, automechanics, for the most up-to-date jobs, such as radioelectronics and computer technology and for "old" fields of human activity, such as folk crafts, hand embroidery, etc. In the UPK complex the pupil is offered a wide range of opportunities to try his abilities and skills and to select his training according to his wish and leanings. In the first year of training pupils may change the chosen field of training at the UPK complex.

The deepening of the technical training of pupils of upper classes is manifested in that 40 - 45 % of these pupils acquire the certificate of a worker operating machine tools, 30 % acquire the certificate of a fitter , 35 - 40 % a certificate qualifying for the work of a radio or electromechanic, 30 - 45 % receive certificates as shop assistants for food stores and stores of durable goods. 40 - 44 % acquire the certificate for service in catering. In 1975 only 30 % of all pupils in occupations which corresponded to their training in the UPK complexes while in 1980 their share increased to 70 % /Shilo, I.P. Prospects and ways of improving the quality of work training. Sovietskaya pedagogika, no. 9, 1981, pp 19,21/.

In 1981 a total of 98 % of all day secondary schools in our country included extended work training in their curricula. The majority of pupils attending these training courses trained for the following occupations: tractor driver and engine operator, IIIrd class, professional driver and typist - head of typing pool. The respective schools were certified to provide their pupils qualifications for the said occupations. On the average roughly 0,5 million pupils annually acquire the certificate of tractor driver, more than 200 thousand acquire qualifications for various occupations in industry and more than 60 thousand for various occupations in agriculture.

Experience gained so far has shown that he effectiveness and operation of vocational guidance in our country can only be further increased if for each of its links /the school, the enterprise, the district, the town, the region, the republic/ university trained personnel is secured able to work in the field of vocational guidance at the required qualification level.

Main attention in the improvement of the quality of the system of vocational guidance in the present stage is being focused on the training and education of pedagogical counsellors in pedagogical schools.

At Pedagogical Colleges special attention is being devoted to the intensification of the training of students for work in the field of vocational guidance by the introduction of the respective elective subjects. Thus, for instance in the curricula of the following fields of study: history, foreign languages, mathematics, physics, geography, biology and others will include elective instruction oriented to vocational guidance.

The most thorough education in this respects is provided to student teachers of technical subjects; the curriculum of the given field not only includes training in psycho-pedagogical subjects, in the physiology of the given age group and in work safety but also in economy and the organisation of agricultural and industrial production, the methodology of educational work, the methodology of the work of the class teacher and vocational guidance.

Great possibilities for the training of student teachers for work in vocational guidance are being opened at new faculties where next to the traditional training of teachers in history and social sciences a complementary subject has been introduced, namely Soviet State and Law. According to the study curriculum the students acquire good education in labour and family law, the history of the national economy, science and technology, in the pedagogical foundations of the activity of pupils' production brigades and in vocational guidance.

The provision of student teachers with certain habits and skills to organize pupils´brigades is an indispensable condition for training teachers for work in the field of vocational guidance. Currently there are pupils´working associations in twenty sectors of the national economy associating more than 10 milion pupils; every summer pupils of higher grades are expected by enterprises, state farms and cooperative farms, services, shops and catering, health care and preschool facilities. Working associations help the pupils of the upper classes to practically implement the knowledge and skills which they have gained in the process of education and instruction, to gain practical experien - with work in the respective occupation and to choose their future vocation. The character of boys and girls is formed in these working associations, they are lead to be ambitious, to have a sense of duty and collectivism, they acquire working habits and make an aware choice of their future vocation.

The necessity of deepening work in the field of vocational guidance in the schools leads us to seek new forms of the education of pedagogical counsellors at pedagogical faculties. For this purpose the curriculum "Vocational guidance in the general educational school" was developed on the authorization of the Ministry of Education of the USSR and with regard to experience gained at different institutions of higher education in our country. The curriculum is designed for the elective instruction of social science fields at all pedagogical faculties and colleges in the USSR.

The curriculum is scheduled for two school years with a total number of 120 hours, of this 60 hours are lectures, 18 hours seminars and 42 hours of practical training /see Syllabi of pedagogical schools. Vocational guidance in the general educational school. For social science faculties. M. 1981/. The cycle is designed for students of senior years of study after they have coped with the subjects of the psychopedagogical cycle.

In the process of training student teachers must master the theoretical and methodological foundations of the organisation and administration of vocational guidance of youth and acquire the skill to use this knowledge in practice, to work with youth, to orient young people in the world of work.

In the first year of the cycle the students study the socioeconomic and psycho-pedagogical problems of vocational guidance, its origins and development in different countries as well as the main content of this activity in the school. The curriculum in the first year of study contains four parts:

1. vocational guidance as the complex problem of the scientific management of social processes /12 hours/,
2. vocational guidance as a system /26 hours/,
3. scientific foundations of vocational choice /14 hours/

4. main trends and content of vocational guidance in the school /12 hours/.

In the process of their study of the system of vocational guidance the students are thus acquainted with such notions as is : specialists information, education for a vocation, vocational guidance, choice of vocation, involvement of young people in the working process and professional adaptation. In the study of "The scientific foundations of vocational choice" the students become acquainted with the social factors which influence the choice of a vocation, with the structure of the national economy and personnel training in this country, with polytechnical education and the socially benefial work of pupils as the basis of vocational guidance, with the vocational self-determination of the adolescent generation as the subject of sociological research and scientific management.

The curriculum for the second year of study comprises three parts :

1. Organization of vocational guidance /20 hours/,
2. Processing the system of the administration of vocational guidance in the school curcuit /8 hours/,
3. Methodology of socio-pedagogical administration of the vocational guidance of youth with regard to the most widespread vocations /28 hours/.

In the study of "The organization of vocational guidance" the students become acquainted with the organization of optional school instruction in vocational guidance, the joint work of parents and the school in the choice of pupils´ vocations, with the vocational guidance of pupils within the production training complex with forms and methods of the joint work of the school, apprentice schools and production collectives in vocational guidance, with the role of the mass media and publicity media, literature and art in the vocational guidance of youth.

Experience gained so far shows that vocational guidance is most successful in close mutual coordination between the school, the family, production collectives and the labour dynasties. In labour dynasties the young workers and farmers usually make the first steps in production together with their father or mother, the elder brother or sister. In such a case the beginner is able to better penetrate into the hereditary vocation and acquires an understanding for the values of socialist society. The traditional bond to one type of work, to one enterprise contributes to the growth of mastery. Succession in the workplace brings great economic and social effect to the entire society because it comprises the painless incorporation of the novice in the collective, high working discipline, reduced fluctuation of personnel and social satisfaction.

In the process of instruction the student teachers acquire the required habits for individual vocational guidance of pupils of different ages, for communication with them, with their parents, with workers of production collectives and with out-of-school and cultural and enlightenment establishments. Students who have fully met the requirements of the curriculum and syllabi and have successfully passed the final oral examination are issued a certificate qualifying them for a second social science specialization.

This form of training of pedagogical counsellors requires minimum time and financial costs, it is fully based on psycho-pedagogical training which the students have acquired and makes it possible to link in practical work in the classroom instruction in the respective subjects with vocational guidance.

However, the introduction of elective cycles of vocational guidance at pedagogical faculties and colleges does not solve all problems of the further improvement of the system of vocational guidance in our country. We have to state first of all that elective cycles are by far not organized at all pedagogical faculties and colleges, that they involve a limited number of students who wish to study vocational guidance. Pedagogical faculties and colleges do not as yet have textbooks for vocational guidance, there exists no methodological material on whose basic it would be possible to determine the content and continuity of vocational guidance in lower, middle and upper classes.

Many unresolved problems in the implementation of vocational guidance arise at the points of contact with production, with the sector planning of personnel training which is not coordinated with vocational guidance in the school. The final stretch of vocational guidance which is implemented by the school, namely selection, is in fact no man's land because there is nobody to coordinate practical and scientific work in this field. All this shows that the necessity has matured for specialized training of specialists for vocational guidance. The education of these specialists must be implemented in universities which have everything that is needed for the allround education of specialists, i.e., sociological, economic, legal and psycho-pedagogical. Specialists who receive university-based education should primarily be deployed as inspectors for work training and vocational guidance to district and municipal educational departments and to production training complexes.

The experience gained in Moscow and in other big cities shows that these complexes /UPK/ may fulfil the function of district methodological centres for vocational guidance. Their duties include work with heads of school departments for vocational guidance, the establishment of close contacts with patron enterprises, with apprentice schools, with district job departments and district intersector councils. It is also purposeful to organise UPK-based groups of specialists for the incorporation of school-leavers in the working process.

For the education of such specialists we thus suggest a staged system whose highest level is the education of doctors and candidates of sciences, ranking second is the university level training of personnel for UPK's for district, municipal and regional education departments. Specialists for general education schools should be educated at pedagogical colleges or faculties and should study two or more specializations. In others words the success of vocational guidance at the general educational school depends on the attitude of each and every teacher, on his civic awareness and his clear understanding of the needs of society. The history teacher who will tell his pupils with enthisiasm about the leading role of the working class, the physics teacher who is able to arouse in his pupils interest in technical development and the class teacher who gives advice to the pupil's family - all can in their respective places actively influence the pupil's choice of his future vocation, such as will correspond to the abilities and leanings of the school leaver and is most needed by the national economy, the native town or village.

The effectiveness of the training and deployment of specialists for vocational guidance must be assessed applying a number of criteria. Specialists believe that at the stage of vocational choice the principal indicators of the effectiveness of vocational guidance are the following: the extent to which the choice of worker occupations by school leavers and graduates is in accordance with the national economy, sector or patron entrprise need of personnel, to what extent the choice of the vocation corresponds to the personal interests and talents of the respective pupil. In the stage of the deepening of working and specialized training the principal indicators of vocational guidance are the quality of education and instruction as well as the observance of the quotes of pupils for apprentice schools.

At the stage of independent working activity the effectiveness of vocational guidance is manifested in the growth of the productivity of the specialist's work, his qualification and in increasing the quality of work performed, work satisfaction and in reducing nervous and physical load.

Contributing to the effectiveness of the training of pedagogical counsellors will be the exchange of experience between specialists from the socialist countries, the joint processing of the optimal model of the specialist for vocational guidance, the demonstration of the best aspects of the training, deployment, use and further education of pedagogical counsellors.

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SIGNIFICANCE OF THE FUNCTION OF THE SYSTEM OF VOCATIONAL GUIDANCE AND COUNSELLING OF PUPILS

The principal aim of the Soviet school is to form a versatile and harmoniously developed personality, to prepare pupils for life and for work.

One of the important aspects of the educational process is vocational guidance of pupils.

Vocational guidance is the axis of the system of vocational orientation. The main aim of this guidance system is to help the pupil to become acquainted with his personality specifities, in the development of his interests and abilities, to inform him of the personnel needs of society, to give him advice as concerns the choice of the school and career.

The main aims of vocational guidance are the study of the traits of the personality, the knowledge of professiography and the determination of the optimal harmony between the personality and the vocation.

In the literature it is stated that the process of vocational guidance is a process of instruction. To provide counselling is to provide knowledge of the personality, study, development, formation and education of the personality, of harmonizing the interests and abilities of the personality with the needs of society.

Every pupil has many abilities. Usually, however, only one /rarely two or three/ are manifested most explicitly and most intensively. It is the principal task of vocational guidance to reveal these abilities, to help the pupil to recognize his gifts. It is necessary to take into account that the personality of the pupil is a complex, dynamic system which changes and develops continuously. The task of vocational guidance is moreover complicated because of a wide range of psychological, social and economic factors.

In order to achieve a harmonic coordination of the educational system and the system of work, the harmonization of specialist intentions, interests and abilities of school leavers with the needs of society vocational guidance in the Latvian SSR is implemented at three levels and from two aspects, namely from the point of view of the development of the pupil's personality and from the point of view of the choice of school to which the school leaver will advance, and from the point of view of the vocational choice.

The primary level comprises vocational guidance in the school which incorporates teachers, class teachers, the school doctor and nurse.

The school doctor and nurse carry out regular medical check-ups whose results they enter into the pupil's medical record. The medical contribution to the guidance report consists of three main parts:

1. the diagnosis of the health condition of the pupil,
2. the types of work which the pupil should not do with regard to his-her state of health,
3. a recommendation of the work which is suitable for the respective pupil.

Teachers and class teachers as vocational counsellors solve certain psychopedagogical tasks :

1. they form the general orientation of the pupil /and his parents/ with regard to the system of the personal qualities of the pupil such as are important from the point of view of the vocation /value orientations, leanings, interests, abilities, health aspects/; they help the pupil to know his own self in the interest of the formation of qualities which are important from the point of view of the respective vocation,

2. they secure the general vocational orientation of the pupil /and the orientation of his parents/ in the field of vocational choice and the system of education,

3. they inform the pupil /and his parents/ of the structure of the need of labour and other personnel in the country, in the district or town,

4. they help the pupil to make an aware and justified choice of the most suitable educational institution and optimal sphere of activity.

The objective indicator of the interests and abilities of pupils are their activities in natural conditions - their interests in and abilities for work during lessons, in workshops, on the school plot, in production training complexes, in hobby groups and optional subjects, in production practice in enterprises and on cooperative farms, in voluntary and socially beneficial work.

The principal methods and ways of studying the pupil´s personality are observation, analysis of activity, work and products, the study of the pupil´s curriculum, questionnaires, interviews, discussions, the method of the generalisation of individual characteristics of the pupil´s personality, psychological tests, practical activity, medical diagnosis.

The principal tasks of vocational guidance in grades 1 - 4 are to investigate and ascertain the study interests and special interests and abilities of the pupil, their leisure time interests and hobbies, to help them in the choice of optional subjects, in the choice of extracurricular and extramural activities which will develop and test the pupil´s ability and skills, to interest and convince the pupils to acquire secondary school education , to educate their desire for acquiring knowledge and love for work, to harmonize the specialized intentions of the pupil and the needs of the national economy.

In view of the fact that most pupils make their choice between secondary education or career in the 7th or 8th grade vocational guidance is mainly carried out in these classes.

The main tasks of this work are to evaluate and test the specialised interests and abilities of the pupils, to create conditions for the pupil to be able to practically try his chosen career, to harmonize the pupil´s intentions with the needs of the national economy and culture.

In the 9th - 11th grades all preconditions have been created for preparing pupils of general educational secondary schools for a vocation. In schools with the extended instruction of different subjects and in production training complexes good natural conditions have been created in lessons of practical training for the verification of the specialized interests and abilities of pupils. The counsellor at the secondary school who has at his disposal a rich file of results of tests and practical work which are good indications of the personality trait of the pupil will provide well-based advice and guidance to pupils as concerns their aware choice of vocation and of school. In the upper grades of the school optimal conditions have been created for harmonizing the specialized intentions of the students with the needs of society.

The second level comprises vocational guidance in the district /municipal/ vocational guidance centre. The staff of these centres includes the head of the centre - the vocational counsellor, the psychologist and the physician. The specialists of the centre are mainly responsible for stimulating vocational guidance in the schools and for providing guidance at the centre. Scientific methods are used for the research of vocational guidance in the schools, for providing counselling services at the centre proper and for operational control of vocational orientation in the district /town/. The district vocational guidance centre systematizes and analyses the results of vocational guidance on a district scale. The final results make up the scientific information base for mathematical modelling and forecasting results of vocational guidance in the district /town/. Integrated information on complex research is given in Supplements 1 and 2 in tabular form.

The third level comprises vocational guidance in the republic centre for vocational guidance of pupils of general educational schools and the centralized control of vocational orientation at the level of the Latvian SSR by the republic intersector council for vocational guidance of youth. The staff of the centre the head, his deputy, methodologists, psychologists, educationalists, methodologists for key vocations, an economist, physician and auxilliary personnel.

The principal aim of the republic methodological centre for vocational guidance of pupils of general educational schools is to help the pupil to recognize his personality traits, to give him/her the possibility of developing his/her personality traits in such a manner as to be able to independently choose his/her vocation or field of study and thus to be beneficial to society and to materialize his/her personal desires.

The specialists of the republic centre:

- organize courses and seminars for the further education of teachers and for personnel of district /municipal/ centres;
- provide practical assistance to district /municipal/ centres and to general educational schools in organising and implementing the research of the personality traits of pupils and in the field of vocational guidance;
- systematize and analyse the intentions of students and the results of vocational guidance and counselling activity and make forecasts of the results of vocational orientation on the republic scale;
- provide systematic vocational guidance and counselling service for school leavers who need special counselling at the republic centre for vocational guidance.

Experience in the operational control of the system of vocational orientation in our republic show that a comprehensive system of vocational guidance and counselling has a positive social significance for achieving a harmony of the personality traits, specialized intentions, interests and abilities of school leavers and the needs of society and that it has definite influence on the harmonious coordination of the school system and the sphere of work.

Supplement 1

Evaluation and test of further education of school-leavers of eight-year schools /eighthgrade/ in Preil district

Number of school leavers in per cent							
Indicator	general education secondary schools	secondary vocational schools	secondary technical vocational schools	vocational apprentice training centres	evening secondary schools	without second. education	in-service
Plan	48,9	18,3	24,4	8,4	6,9	1,5	0,0
Intentions	48,3	16,9	25,9	8,3	7,6	1,3	0,6
Forecast	47,5	16,8	24,5	8,5	8,7	2,5	2,7
σ^2	0,01	0,06	0,06	0,0	0,02	0,01	0,01
P_R	0,955	0,001	0,382	0,617	0,998	0,998	0,998
Fulfilment	50,5	15,1	25,7	8,4	8,1	0,6	0,3

σ^2 - dispersion; P_R - value of normal function of probability distribution

Supplement 2

Evaluation and test of vocational choice of school-leavers of eight-year schools /eighth grades/ in Preil district

Number of school leavers in per cent									
Indicator	Industry	Agriculture and Forestery	Construction	Transport and Communication	Health Care and Physical Training	Science, Culture Education	Art	Services	Other sectors
Plan	20,0	30,0	8,0	9,0	7,0	9,0	1,0	10,0	6,0
Intentions	21,2	45,7	5,6	6,3	6,2	6,9	1,7	4,0	2,4
Forecast	17,5	42,5	8,0	7,2	7,1	8,0	1,3	5,3	2,5
σ^2	0,04	6,85	0,16	0,20	0,02	0,12	0,01	1,00	0,36
P_R	0,001	0,998	0,933	0,001	0,997	0,003	0,997	0,001	0,001
Fulfilment	19,[illegible]	32,7	8,0	8,5	7,1	8,5	1,3	8,3	5,8

Tove Løve

Denmark

IN-SERVICE TRAINING OF GRADUATED TEACHERS FOR GUIDANCE AND COUNSELLING IN THE FOLKESKOLE

Introduction

Teacher have always become involved in young people's choice of education, training, vocation and work place. To an increasing extent during the past 25 years, a number of guidance and counselling functions connected with young people's educational and vocational choices, in particular, have been handled or coordinated by specific persons.

Thus, since the end of the sixties, a number of guidance schemes have been introduced into the Danish educational system.

The Folkeskole [1/] has such a School Guidance Scheme.

[1/] The Folkeskole: Municipal primary and lower secondary school covering forms 1 - 10 plus a voluntary pre-school class at most schools. /About 94 per cent of all school age children attend the Folkeskole's first to ninth forms, and 5.2 per cent attended the tenth form in the 1980-1981 school year./

This paper deals with "In-service Training of Graduated Teachers for Guidance and Counselling in the Folkeskole".

However, the training of teacher counsellors cannot be evaluated apart from the Folkeskole's guidance programme and the projects which teacher counsellors are to handle under the programme. Therefore, the description of the Folkeskole's guidance programme in section 2, and the analysis of the teacher counsellor's jobin section 3 are included as a framework description of the practice for which teacher counsellors are required to qualify themselves through the in-service training reviewed in section 4.

The Folkeskole's guidance programme

Greater emphasis has been placed on educational and vocational orientation [2/] since the new Folkeskole Act came

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[2/] Educational and vocational orientation: Terms used to cover all the services provided to inform pupils about their educational training and employment opportunities /careers and vocational education/. The term educational and vocational orientation is primarily used to define collective guidance and counselling, while the term educational and vocational guidance covers the individual guidance.

into force on August 1, 1976. The 7th to 9th forms should normally receive at least a total of 48 lessons of educational and vocational orientation. In addition, the new Act warranted that the visits, meetings and work experience programmes previously offered without legal authority would continue to be available. Furthermore, the Act of 1976 introduced a new optional subject, "vocational studies", to make pupils acquainted with educational and labour conditions, i.e. by means of work experience programmes and visits to work places and institutions.

The class teacher in each individual form is responsible for the implementation and coordination of educational and vocational orientation. Other teachers and staff within the educational system, namely the teacher counsellor, take part in the work. In addition to the orientation given to the class as a whole, a pupil also has access to individual guidance - from the class teacher, from the teacher counsellor, or from other experts in or outside the school, including the public vocational guidance service.

On August 1, 1976, a nationwide system of part-time teacher counsellors was introduced in the Folkeskole, and most municipalities also have school advisers for educational and vocational orientation. The advisers assist teacher counsellors and teachers in matters such as finding suitable teaching-aids, coordinating visits and work experience programmes, planning, etc. They are all teachers, who work as consultants on a part-time basis;

about 15 per cent are simultaneously employed as vocational guidance officers by the public employment service[3].

School Guidance Schemes

The years prior to the introduction of part-time teacher counsellors were characterized by debate about which type of school guidance scheme was preferable, as well as by experiments with various types of school guidance schemes. The various types could not always be founf in "pure" form in practice, but can be characterized in more details as follows:

1/ A non-formalized type, which focuses on the teachers - especially the class teacher. An open arrangement whereby the individual pupil is free to seek advice from a teacher, while the teacher is similarly free to contact a pupil who seems to need help. Thus, it is characteristic of this nonformalized scheme, that conversations between counsellor and pupil may touch on more personal problems, as well as on problems in connection with the choice of training and vocation. Further, it is not thought suitable for a particular adviser to intervene between a teacher and a pupil, especially concerning conversations about the pupil's more personal problems.

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[3] This section contains quotes from: Educational and vocational guidance in Denmark. Danish Ministry of Education. Danish Ministry of Labour. 1981.

2/ A formalized type, wherein a teacher counsellor is assigned a number of projects, for which time is allotted. Moreover, the class teacher is involved in the work, and may be allotted time for it. Thus, the teacher counsellor encroaches upon much of the class teacher's territory, as well as requiring extended cooperation with the class teacher.

3/ A specialist arrangement, whereby guidance and counselling are considered specialist work requiring special training with teacher training not necessarily a prerequisite.

The Folkeskole adopted the formalized type of school guidance. The reason for this is the long and esteemed Danish tradition for the class teacher to be the one person in the school who has the closest contact with the pupils. /Usually the pupils have the same class teacher throughout their entire schooling./

Finaly, in recent years many municipalities have established extended school guidance schemes, in which the teacher counsellors follows the young people for two years after they leave school. The teacher counsellor can thereby stay informed about the individual's work and educational situation, and possibly refer other sources of help, if problems arise which the teacher counsellor cannot handle.

A compelling reason for the introduction of an extended school guidance scheme is the high rate of youth unemployment. Making the extended school guidance scheme nationwide is currently under consideration.

In choosing the school guidance scheme, more emphasis was placed on the teacher counsellors having teaching experience as well as knowledge of the school system in which they were to work, than on their having professional counselling training. In working out the extended school guidance scheme, emphasis was placed on the young people being able to contact and be followed by a person they knew during their schooling, once they left school.

The job of the teacher counsellor

At every school which includes forms 7 - 10, one or possibly two teachers are appointed to handle the area of teacher counselling. The time allotted for this depends on the number of pupils in forms 7 - 10.

"The teacher counsellors are appointed by the School Board on the recommendation of the Teacher's Council from among the teaching staff at the school concerned" In principle, the selection of the teacher counsellor is made every year, when the school's classes, subjects and projects are divided among the teachers, but in practice, there is almost no change among the group of teacher counsellors. Since a teacher counsellor's work is considered equal to that of a teacher, appointment as a teacher counsellor does not include a rise in pay.

The duties assigned to teacher counsellors are described in six points in a Circular of April 8, 1976 :

1/ to assist the class teachers and other teachers in preparing lessons for educational and vocational orientation, namely, tu furnish suitable teacheing aids, as well as to assist in the teaching itself, to a limited extent.

2/ to assist in the planning and possibly in the teaching of the optional subject, "vocational studies", in so far as the teacher counsellor is not in charge of such instruction him-herself.

3/ to take charge of the planning of the pupils'work experience programmes and visits to work places and institutions and other arrangements in connection with the instruction mentioned under points 1/ and 2/, as well as to facilitate the pupils'participation in courses in other types of schooling.

4/ to assist in the planning and, to a limited extent, in the holding of regular parent orientation about the school's educational offerings.

5/ to assist in individual guidance and counselling on the choice of subjects and courses and on continued schooling and training, when this wish has been put forward.

6/ to cooperate in the planning of vocational training or employment, when a pupil is seeking permission to fulfil his compulsory education in that way.

In order to clarify what the duties within each of the six areas involve, they can be examined in greater detail from the following perspectives:

- breadth in formulating the objectives
- responsibility of the counsellor
- type of task
- people involved
- basic for the tasks
- weighing the tasks
- ordering the tasks

Breadth in Formulating the Objectives

In the Circular, the teacher counsellor's duties are not listed in detail as individual functions, but rather formulated as broad areas within which the teacher counsellor should make a contribution in his/her daily work.

Within this broad formulation, the individual teacher counsellor can interpret his meeting the objectives within the six areas, with respect to weighing his own possibilities and limitations in relation to the given school's and the given local community's possibilities and limitations. On the other hand, the Circular's broad formulation does not always make it possible to clearly evaluate the extent to which the teacher counsellor should be involved in a number of concrete projects and problems in the school. If this were to be realized, it would be necessary to list in detail the objectives as individual tasks.

The advantage of the broad formulation lies in its allowing the possibility for development, as well as the possibility for taking local conditions into consideration. The disadvantages of this broad formulation are that as far as the teacher counsellor himself, as well as the people he/she works with are concerned, it can be difficult to clarify and agree on the division of responsibility for the tasks and problems areas.

Through his special interpretation of and proven responsibility for the objectives determined by the circular, a teacher counsellor can encourage as well as discourage the development possibilities for a given school.

The Teacher Counsellor's Responsibility

They key words assist, cooperate and take charge, which introduce the description of the six objectives, are meant to help in clarifying the teacher counsellor's degree of responsibility within the areas described by the circular.

The key words express an increasing degree of responsibility, with assist as the least binding and signifying that the teacher counsellor should give help and support to others, but not bear the main responsibility.

Cooperate implies taking part in common tasks, on an equal footing with others. In other words, the teacher counsellor is equally as responsible as the other persons involved.

To take charge means to have control of and be the leader so, the teacher counsellor has the main responsibility for the tasks for which he has taken charge.

Assist : With his assistance to the school in handling the objective areas 1, 2, 4, and 5, the teacher counsellor is considered a consultant, a resource person for the class teacher and others. He is considered a person with special knowledge about educational and vocational conditions - with special insight into guidance and counselling in connection with pupils'choice of subjects, courses and continued training - with experience in the planning and teaching of lessons in educational and vocational orientation and in vocational studies - with experience in the planning and holding of regular parent orientation about the school's educational offerings. Further, the teacher counsellor has a particular knowledge of relevant teaching aids.

All in all, the teacher counsellor assists the teachers by creating the best framework possible for them to handle the tasks mentioned, thereby also increasing their assistance to the individual pupils.

Whereas the objectives of the teacher counsellor are seen more in relation to the pupils.

Cooperate : According to the Circular, the tasks in which the teacher counsellor should participate on an equal footing with others solely concern cooperating in the arranging of vocational training or employment, when a pupil is seeking permission to fulfil his compulsory education in that way. To cooperate does not mean that the teacher counsellor should take over the responsibility of others, but that the people involved should support each other in fulfilling common objectives.

Take charge of : According to the Circular, the tasks which the teacher counsellor should take charge of involve the planning of pupils'work experience programmes and visits to work places and institutions; planning arrangements in connection with lessons in educational and vocational orientation and vocational studies, as well as arranging pupil participation in courses in other types of schooling.

Visit and work experience programmes as well as classroom visits by persons outside the school are an important element in the school's openness to the surrounding community, and they involve many appointments and contacts. In this connection, the teacher counsellor is not only a coordinating link, but has a special responsibility to support the pedagogical dimension in the preparation, the performance and the follow-up of activities. However, the teacher remains the central person to the pupils.

In the connection, it should be mentioned that the words to take charge should not be allowed to signal a division of objectives so rigid that formalization and routine dominate over cooperation and development possibilities.

Type of Tasks

The teacher counsellor's tasks can also be described as including teaching, administration, and individual guidance and counselling.

Teaching : In this connection, teaching concerns tasks in relation to topics /educational and vocational orientation/ or subject /vocational studies/. In the case of educational and vocational orientation, in addition to assisting the class teacher and other teachers in planning the teaching, the teacher counsellor can also participate in the teaching itself. Similarly, with respect to vocational studies, in addition to assisting in the planning of the teaching, the teacher counsellor can take part in the teaching itself, if he does not already handle the teaching of that subject.

When teaching is understood as meeting objectives in relation to topics and subjects, the regular parent orientation about the school's educational offerings will be regarded as a teaching task which follows the conducting of educational and vocational orientation.

Administration : Administrative tasks are only mentioned directly [illegible] the Circular in a concluding remark about "the administrative tasks in connection with the school's offerings of subjects and courses, class formation etc., are handled by the principal of the school in cooperation with the individual teachers, hereunder the teacher counsellor". Herein lies the information that in relation to the school's other teachers, the teacher counsellor does not in principle have more, or more comprehensive tasks of administrative nature.

That the teacher counsellors are expected to administrate in the sense of serving, managing, and directing is, however , indirectly given in the Circular's directives on the acquisition of teaching aids, on the planning of visits and work experience programmes, as well as on the arranging of pupils participation in courses in other types of schooling.

Individual guidance and counselling : The teacher counsellor's responsibility in connection with individual guidance and counselling is signalled in the Circular by the word "assist", but who the responsibility is to be shared with is formulated as loosely as "when this has been put forward." That is, besides the student himself and his parents, this could mean the class teacher, subject teachers, school doctor etc.

This loose formulation can be seen as an invitation to try new types of individual guidance and counselling in the Folkeskole. However, it is important to point out that it has never been the intention for teacher counsellors to provide therapy, but rather for them function pedagogically.

The way in which teacher counsellors handle teaching, administration and individual guidance and counselling should in its entirety reflect a reasonable balance between these tasks, and should not give the impression that by introducing the school guidance scheme, the school has primarily been given more office personnel or reduced its specialists.

People involved

The teacher counsellor's tasks are hereby to be determined through an evaluation of how widely they are described, through an evaluation of the teacher counsellor's degree of responsibility for them, as well as through the type of task itself.

The tasks can further be seen in relation to the people who are involved with them in and out of school. Experience has shown that attempts to name possible colleagues and co-workers results in rather comprehensive lists.

Coworkers and colleagues within the school can be pupils, class teachers, subject teachers, members of the School Board, other teacher counsellors, as well as the principal. The teacher counsellor has a close relationship with the school principal and, following detailed agreement with him, acts as the school´s contact to the municipal school adviser for educational and vocational orientation, the public vocational guidance service,etc. Furthermore, it is presupposed that the teacher counsellor can cooperate informally with the school´s psychological counsellors and the specialists connected with them, when it concerns pupils who need special consideration or support.

Of coworkers outside the school, we can also mention people connected to places for traineeship, local businesses, counsellors at other educational institutions, social workers.

In the whole management of cooperation between the individual school and its contacts with the surrounding community, the teacher counsellor is the key person. A person with an important developmental objective in relation to the Folkeskole´s intentions to establish closer contact between the school and the surrounding community.

Basis for the Tasks

A teacher counsellor's tasks can also be determined through their basis in things /materials, schedules/, or people. With that distinction alone in mind, a thorough reading of the circular leaves a clear impression that a teacher counsellor's tasks, for the most part, have their basis in people. Where there is mention of a basis in things, as in the procuring of materials and planning, this is to be considered solely as a means in connection with person-based activities. The underlined passage in the conclusion of the Circular, "that the administrative tasks in connection with the school's offerings of subjects and course, class formation, etc., be handled by the school principal in cooperation with the individual teacher counsellor", can be interpreted as a reminder to the school not to regard the teacher counsellor's tasks as too based upon things.

Weighing the Tasks

The circular does not determine any clear weighing of the tasks not give any rules therefore.

In connection with establishing extended school guidance schemes, the teacher counsellor has been given new objectives for the pupils while they are still in school.

This usually involves individual conversations with each pupil about educational and vocational plans as well as implementing them.

Tasks conducted under the school guidance scheme can therefore not always be separated from the tasks conducted under the extended school guidance scheme. On a particularly positive note, I would like to mention that experience from the extended school guidance schemes has had a contagious effect on work in the Folkeskole. Thus more, and some rather obscure educational possibilities for the 16-19-years-olds, as well as discussions about problems during the transition from school to job or to continued training, have become more a part of the teaching in the graduating classes.

Ordering the Tasks

In a school, it is difficult to give the exact time and order in which the tasks should be carried out. It is up to the individual teacher counsellor to evaluate how he will carry out his tasks in relation to the social system of which he is a part.

In practice, teacher counsellors often put the results of such evaluations in the form of an annual plan, which, in particular, includes the tasks which recur annually, and/or which can be given a fixed time.

In general, the teacher counsellor's objectives have not been debated since the scheme was introduced. Whether the lack of debate is due to the relative newness of the scheme, or to its being accepted as generally satisfactory, must remain an open question. This does not, however, absolve teacher counsellors from currently considering the objectives from every angle: breadth of formulation, responsibility of the teacher counsellor, type, people involved, basis, weighing and ordering.

In-service training of teacher counsellors

By allowing his appointment as a teacher counsellor, the teacher in question commits himself to participating in a course for teacher counsellors. Such courses, almost without exception, have always been held by The Royal School of Educational Studies. /Danmarks Laererhøjskole, abbr. DLH./

The Scope of In-service training within DLH[4/]

DLH is the Danish State Institution for in-service

[4/] This section contains quotes from Henning Andersen: The Royal Danish School of Educational Studies. October, 1976.

training of teachers in the primary and secondary school /grades 1-10/. DLH has the following tasks:

- to hold courses at a high level for primary school teachers in all the subjects which are represented in the primary school curriculum /with the exception of physical training and woodwork/, as well as in pedagogy and psychology.

- to establish qualifying graduate studies

- to attend to the further training of teachers from teacher training colleges.

- to carry out educational research.

DLH is an institution which covers the whole country. DLH's responsibility for in-service training thus applies to all primary school teachers and teacher training college teachers in the country.

DLH consists of the main institution in Copenhagen and 7 branch institutions, which are located in large provincial cities. The whole country is covered in this way.

At the present time there are approximately 150 full-time teachers at DLH and about 1800 part-time teachers.

The rules for the management of DLH are identical with those of the universities and other institutions of higher education.

The greater part of the activities are dependent on the fact that concurrently with their further training, the participants attend to their school work, wholly or partly, i.e. studies are part-time and instruction is placed in the afternoon and in the early evening hours. Participation in further training forms part of the teacher's compulsory number of weekly periods.

It is characteristic of the in-service training programme that, with few exceptions, the courses do not lead to an examination of any kind. One of the consequences of this is that the participation in in-service training results neither in an increase in pay nor in any direct prospects of promotion. The participants are granted a certificate of participation.

Courses for Teacher Counsellors at DLH

Courses for teacher counsellors consist of 210 hours divided into six hours a week over a whole year. All six hours are held on the same day of the week, and the participants get a six hour reduction in the number of compulsory teaching hours at their schools.

Courses are held at DLH´s local branches to the extent that need and finances allow, and the geographical distribution of the branches makes it possible for participants to get to and from the courses on the day they are held.

The individual branches have the responsibility for the content of the courses and their form, as well as for the hiring of part-time teachers for a so-called study-board, where representatives for the participants at the branch courses occupy half the seats, and the instructiors the other half.

More detailed agreement about the content and form in the courses is made in the individual courses through the combined efforts of the teacher and the participants. This means that courses for teacher counsellors are not necessarily uninform throughout the country.

Some of DLH´s full time teachers have been involved in courses for teacher counsellors. Through developing materials and arranging meetings for part-time teachers and study-board members from all over the country, they have tried to ensure the reciprocal development of information and experience.

At one of the meetings in the fall of 1981, mentioned above, a report[5/] concerning a/ the content of courses for

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[5/] PAUL JØRGENSEN and TOVE LØVE : School counsellor courses - presentation of form, problems and contents. DLH, 1981.

teacher counsellors as well as b/ outlining a number of problem areas in the instruction of teacher counsellors won approval as a nation-wide umbrella plan for teacher counsellor courses.

a/ Content : The content is expressed by a number of topics, which are explained and amplified by subtopics. The relationship between concrete functions and objectives, necessary knowledge and skills, and the more abstract complexes of problems within guidance and counselling, do not stand out clearly in such an arrangement, but all topics can be handled both concretely and theoretically with the aid of scholarly discipline and models.

Experience has shown that it is a good rule to start a course by analysing the concrete tasks, then to set aside the topics which seem particularly well suited to discussion of principles until the last half of the course, and to close by summing up experience gained on concrete topics which were not treated during the course. Apart from this, the order can be determined by more practical considerations.

School Guidance scheme's organization, limits, objectives

- Guidance and counselling in the Folkeskole
- Circular and regulations
- Colleagues and coworkers
- Limiting objectives
- Annual planning

- Guidance and counselling, historical development
- School guidance schemes in youth education
- School guidance schemes in other countries

Sociological and psychological characteristic of pupil groups

- Characteristic of young people's position in today's society /particularly in education and work spheres/
- Personal traits with a view towards career development and choice
- Decision-making, theories, skills
- Psychological and sociological decision-making factors

Functions around the pupils'choice of subject, courses and training

- The Folkeskole's and youth school's choice of offerings
- The teacher counsellor's role in school decision-making procedure: organization, arrangements, materials
- Decision-making programmes: principles, teaching-aids
- Educational picture with emphasis on continuation schools and continued schooling
- Decision-making programmes in relation to society
- Debate on equality
- The function of distribution

Vocational orientation. The school's openness to the community

- Job market organization and processes seen in a pedagogical light
- Job market politics
- Principles for the opening of school, polytechnical education
- Transition from school to job, hereunder job training and apprenticeships
- The optional subject "vocational studies"
- Educational and vocational orientation: principles and teaching aids
- Vocational orientation programmes: work experience programmes and visit arrangements, guest lecturer arrangements
- Types of contact between school and business, the public vocational guidance service, the public employment service
- Work

Functions around pupils with special difficulties

- Guidance of pupils who wish to leave school before their compulsory education is completed
- Alternative types of schooling
- Cooperation with the social sector

- Handicapped out-of-schooling
- Residual group problems
- Youth unemployment
- Extended school guidance scheme

Individual guidance and counselling

- The counsellor and the counselled
- The helping relationship
- Counselling: theory, principles, methods
- Ethics

The Folkeskole's guidance programme as part of the educational system and the individual school's social system

- Intentions/goals in relation to practice
- Functions of the educational system
- Conditions in society and the educational system and at the individual school which can determine the school guidance scheme
- The teacher counsellor's role
- Bureaucracy and professionalism
- Internal and external types of cooperation

Practical planning of a teacher counsellor's work

- Planning problems
- Lay-out
- Collecting material
- Annual planning
- Current problems

b/ Problem areas : The following problem areas can be identified, based on experiences in teaching courses for teacher counsellors:

- theory/practice relationship
- participant influence
- background knowledge

The theory/practice relationship is a question of to what degree the concrete functions, objectives and methods can be abstracted during instruction, in order to introduce and use underlying considerations taken from research about the function, as well as from scholarly disciplines.

It has proven difficult to establish a natural balance for all participants, between work with the concrete problems and solutions, and the underlying considerations, principles and theories. "All too theoretical and removed from real life", as well as "banal and superficial" have been and are common reactions among different participants in the course.

The problem arises because a course for teacher counsellors attracts people with varying degrees of preparation, motivation and experience. There is a tendency /albeit with many exceptions/ for newly appointed teacher counsellors to want things definite and immediately useful. However, more experienced teacher counsellors and the more soul searching types want reasons, intellectual systems and reflections.

As a model solution, it is recommended to allow practice and theory to work together and interchange. Not in order to simply satisfy all participants in the course, but because it is considered typical of our understanding. It also agrees with the goal of the instruction, to look behind the current manifestation of the objectives and solutions in order to discuss their real character and connection to the understanding of people and society. This acquaints the teacher counsellors with the means for self-criticism and renewal, and gives them increased possibilities for evaluating and possibly fighting forces which threaten the function's inner nature.

Instructors for teacher counsellor courses have learned through experience that teaching in theoretical of scholarly disciplines without sufficient basis or example in concrete practice is a mistake. If the participants cannot be made to see to connections for themselves, it does no good that the instructors of planners of teacher counsellor courses see them.

The best connection between theory and practice is experienced underway, when after working wth the teacher counsellor's objectives and techniques, it is naturel to raise problems and criticism, as well as to look further among connected factors, tendencies in the society, etc. It is this process, which for example starts with the questions. "What is it, really, that is concurrent in our choice of resources and actions ? How can we categorize the factors in question?"

Participant influence

The problem with participant influence - and it is important to remember that most participants are functioning teacher counsellors - on the determination of the content and method of a course,has a certain connection with the first mentioned problem of theory/practice relationships. Thus it can be assumed that the participants'own practical experience and own problems are included to a larger extent when they help to decide what to work with, whereas a pre-determined , rigid work plán reflects, to a larger extent, what the instructior considers to be important.

A decisive factor is the instructor's ability to identify with and outline the problems that the participants feel are current. At the same time, it is the instructor's responsibility to lead the participants further to a deeper realization they might not immeditely have known they needed.

A course that runs with a very rigid, predetermined content plan which has not been discussed with the participants can sometimes be experienced as irrelevant and "removed" from daily practice and problems, unless the instruction is almost superhumanly excellent.

Both extremes are unsatisfactory. Establishing some kind of balance is necessary.

A reasonable balance can be reached by establishing a flexible outline for the whole course, with the first block planned in detail , however, for practical reasons.

Thereafter, the contents and methods should be discussed for 3-4 months into the course, following the outline. After these discussions, the instructor can work out the final plan. Experience with this method has been good for the most part, but not without problems:

- It can be difficult and sometimes impossible to reach relative agreement among the participants. The discussions can get very drawn out, perhaps at the cost of real instruction.
- Time limits for planning excursions, appointments with teachers from outside, etc., can be short /compared to a predetermined annual plan/, and it can be difficult to make these arrangements.

- Points of view and subjects which the instructor considers necessary in order to get beyond the manifestation of the problems and arrange a transition from practice to theory, risk being outvoted in favour of current problems only.

For instructors there is a recurrent objective: to balance the value of allowing the participants enough time to air their practical problems and needs while liing up to certain intentions, standards, and elements of content , which the instructor quarantee will be respected.

The best experience in solving the problem mentioned above has been found in connection with project teaching: periods, where all participants or groups of participants formulate, to research and report on the conditions concerning the teacher counsellor's work. The starting point can be a common problem for all participants; for example, to examine the local educational institutions or work out excursion plans to local businesses.Individual groups can also formulate various problems relevant to teacher counsellors, which each group can work with and report on. In the latter case, we are often dealing with real life problems, which the individual finds he needs to study.

The time that written or oral reports on observations and conclusions are due often lends itself to allowing the teacher to provoke deeper andmore comprehensive kinds of realization , by asking questions.

Background knowledge

Courses for teacher counsellors must help individuals to deal with their daily workload. However, individuals must also be given a basis for enabling themselved to relate critically to their own methods, through insight into a number of theoretical methods. And, they must be able to use them by being made conscious of which methods they choose. A teacher counsellor must learn to see his role in interplay with other roles in the common social system of which his own school is a part. Teacher counsellors must clarify their own personal answer to the eternal question about to what extent a teacher counsellor, in a number of daily work situations, functions as a catalyst, as a decision maker for the system, or as the pupil's advocate. Further, the teacher counsellor should secure and act on knowledge about other parts of the educational system, as well as the surrounding society, wherein work is the center in this connection.

The above considerations look reasonable in print, or so it is hoped, but in practice, instructors for teacher counsellor courses meet a number of participants who have a psychological, pedagogical and professional basis for handling their role as teachers up to now, but are quite unprepared to handle the role of teacher counsellor.

In introducing various frames of reference which can serve as background knowledge for the analysis and description of a teacher counsellor's practice, however, there is the limitation that the knowledge around guidance and counselling of youth in their choice of education and training can be compared to a path through unknown country, where it is possible only to describe the path, and the view one has from it.

This statement should be regarded in light of the fact that in Denmark there are only very few full-time teachers in the field , that in Denmark there is only a modest amount of research in the field, and that there is no body of Danish produced background literature in the field.

Further, even though the comprehensive foreign literature can serve as background knowledge and inspiration for teachers for teacher counsellor courses, it is not /even after translation to Danish / experienced as directly relevant bacground knowledge for teacher counsellors. This latter fact has its basis in the special form of the Danish school guidance scheme: a teacher counsellor is a teacher with special insight into guidance and counselling. And, the Folkeskole's total guidance programme is a pedagogical entity - as are the objectives which teacher counsellors handle.

Concluding remarks

At the moment,attempts are being made to supplement the 210 hour courses for teacher counsellors with a number of theme courses of 50-100 hours´ duration,planned as a valuable, current in-service training of teacher counsellors.

If there is to be best possible guidance and counselling for pupils in the Folkeskole, the author thinks that, in addition to the theme courses mentioned above, it will also be important to institute further qualification of class teachers for forms 7-10.

Class teachers have important objectives in the school´s combined guidance programme, and throughout the pupils´ schooling, they have continuously built up close contact to the pupils and their homes.

In-service training of graduated teachers for guidance and counselling in the Folkeskole must, in addition to courses for teacher counsellors, include an expansion of courses for class teachers in forms 7-10. The contents should be based on the class teachers´ special objectives for their classes, the individual pupils in the class and their homes. Important themes in this connection will be educational and vocational orientation, as well as individual guidance and counselling. The Royal Danish School of Educational Studies contains the professional basis and the organizational framework for meeting this objective.

Matti Partanen
Finland

THE WORK AND TRAINING OF STUDY COUNSELLORS IN FINLAND

Study counsellors: number and demand

The training of study counsellors /SC/ was commenced in 1971 at the Universities of Jyväskylä and Joensuu. The training of Swedish-speaking SCs is the responsibility of Vaasa Teacher Training Institute in conjunction with the National Board of General Education /NBGE/. In addition to actual SC training, so-called special courses for comprehensive school counsellors were organized between 1976 and 1981 at Helsinki, Joensuu, Kajaani, Lahti, Tampere, Turku and Vaasa. A number of teachers have also been granted special exemption to perform the duties of SC in the comprehensive school.

According to an NBGE study, in the autumn of 1981 there were approximately 670 post for SCs in the senior grades of the comprehensive school /13-16 yrs./. During the same period 885 persons had gained qualifications to act as an SC in the comprehensive school. According to estimates made by the Committee Investigating Teacher Demand the total requirement for comprehensive school SC posts is put at between 700 and 800 /see Table 1/.

Qualified comprehensive school SCs have settled down well in SC work. It is apparent that some of those qualifying /approx. 200/, almost one quarter of the total, have returned to previous posts as teachers. The majority of such teachers are responsible for guidance lessons in addition to or as part of their normal teaching duties; thus, they work as part-time SCs. For family or other reasons some teachers wait for an opening in a specific area to take up the SC work. Naturally, there are also some who have realized that SC work is not for them. According to a study made of those qualifying from the University of Jyväskylä, some of the teachers trained had gone into administrative work /e.g. as head teachers within the school system/.

According to an NBGV study, during the 1980-81 academic year there were 50 persons without formal SC qualifications holding SC positions in comprehensive schools. A total of approximately 50 SCs qualify annually from the Universities of Jyväskylä and Joensuu. In planning the training course, an attempt was made to anticipate the reform of further education, which will increase the demand for SCs. It can be roughly estimated that the senior secondary schools alone will require 400 SCs in the near future. Already at the moment more than 140 comprehensive school SCs carry out part of the work of their senior secondary school equivalent and bear the title "careers guidance liaison teachers".

TABLE 1

NUMBERS GAINING SC QUALIFICATIONS, MEANS OF QUALIFICATION AND PLACE OF STUDY, SITUATION AS AT 1.2.1982

1. Training proper

/Based mainly on teacher training and practical work experience as a teacher. Duration of SC training course approx. 1.000 hrs, two academic terms./	Univ. of Jyväskylä	309
	Univ. of Joensuu	233
	Vaasa Teacher Training Institute	25
	Total	567

2. So-called special training

/Based on teacher training and practical teaching experience. SC training course duration approx. 750 hrs. Staging of course varies according to place of study./	Kajaani T.T.Instit.	81
	Univ. of Helsinki/	47
	Lahti Training Centre	21
	Univ. of Joensuu/	34
	Univ. of Tampere	30
	Univ. of Turku	17
	Training arranged by NBGE	26
	Total	256

3. Special exemption

/Based on teacher training, work experience as a teacher, SC or liaison teacher, and on additional qualifications gained./	Total	62

Sum total of qualified SCs: 885

The SC training section within the Teacher Training Institute at the University of Jyväskylä has proposed that the SCs, or student counsellors, required by vocational institutes should be trained within the SC training units.

The work and duties of the SC

The comprehensive school reform in finland clarified and brought home the need for pupil guidance, and shaped the duties and job description of the SC. The dismantling of the parallel bipartite school system with its elementary school, civic school and secondary school being merged into one school, the comprehensive basic school, created a strong need to develop the pupil care services of the school. The idea behind the creation of the comprehensive school was to guarantee the whole 7-16-years-old age group as uniform teaching as possible. The desire was to create a school which at the same time based its teaching on the uniqueness of the pupils and which aimed at the all round, balanced development of the pupil's personality.

Special attention was to be directed to pupil guidance, i.e. educational, academic and vocational guidance. It was emphasized that pupil guidance was part of the work of all members of the school community and the purpose of the SC was to increase the effectiveness of this work.

A seperate lessons of counselling was set aside in the curriculum, and also extra-curricular guidance work underwent rapid development. In the junior school /grades 3-6/ the class teacher is responsible for the guidance lessons. In the senior grades posts were created for teachers to work as SCs and to back up the counselling carried out by head-teachers and other staff. Student guidance and counselling is specified as a school subject to be taken in the senior grades /7-9/ of the comprehensive school under the direction of an SC and to be taught for one hour per week per class.

An SC post can be established for the senior grades of a comprehensive school with a three-class intake. This means that the SC performs counselling and teaching work for approx. 300-400 pupils. The teaching load of the SC is 23 hrs/week. As at 1.2.82 the basic monthly salary of an SC /without increments and with the second level of local weighting/ is FIM 3.561,- /state payscale C 37/. In addition to this the SC has the opportunity of acquiring a socalled qualification increment on the basis of additional academic studies, seniority increment and other increases, as well as overtime payments. In this way an experienced SC with extra academic qualifications can attain an earning level which is approximately twice the basic salary rate.

In large secondary schools there may be several SC posts.

The duties of the comprehensive school SC are :

1. Responsibility for counselling lessons

These lessons make up about one third of the SC's work. In accordance with the syllabus, the lessons deal with topics related to educational, academic and vocational guidance. In the seventh grade /ages 14-15/ the main emphasis of the classes is on the secondary school work community, school subjects and choice of subject , and on study technique and other educational themes. In the eighth grade pupils examine Finland's sources of livelihood, opportunities for further study after school, various trades and professions and working life. In the ninth grade preparations are made for the work experience unit and its value is then analysed; educational and career plans are finalized and adjusted, and pupils take part in the so-called trial application and in the clearing house selection for further education. This teaching and guidance prepares the pupil for terminating his studies in the comprehensive school and for complementing his or her own plan for the future.

Throughout the comprehensive school, student counselling includes fact-finding visits to educational institutions, local factories and so on. The objective of these classes, as of all student counselling, is the fostering of study, enjoyment and the ability to cooperate, the forming of a base for hobbies and spare-time activities, and above all the initiation of the planning process related to further education and career choice. Counselling acts as a form of cooperation between the comprehensive school and the student's own future plans.

2. Individual and group counselling of the pupil

Discussions with pupils, small groups of pupils and pupil's parents and the guidance contained in such discussions have proved to be an important form of SC work. Through these discussions the SC attempts to increase and deepen his knowledge of the pupil. In the guidance given on the basis of the discussions the SC endeavours to broaden the pupil's self-knowledge and to remove the obstacles that prevent the development of a healthy self-image and hinder study, enjoyment and career planning. The aim of the counselling session is to promote the growth and development of the pupil. The same topics can be dealt with in both counselling classes and discussion sessions. In the latter, for example, the SC can check that pupil understands the relevance of specific information and events to himself and to the community. On the other hand, issues emerging from the discussion sessions can enrich the counselling classes in that the teaching can better promote the balanced development of the pupil and the class community, and lead pupils towards goal-related activity.

The SC should make discreet use of the information obtained in discussion sessions in developing other areas of the school community. This he can do through initiatives to the headteacher, pupil care meetings, staff meetings, and to external bodies and organizations.

There can be tremendous variation in the nature of the counselling session. In teaching and information sessions subjects related to study, course and subject choice, school rules, further education, etc., can be dealt with.

In crisis consultations the SC endeavours to help each pupil over particular anxieties or sorrows, which may derive from, for example, arguments with schoolmates, family or teachers, from poor school marks, from failure and so on. The counselling sessions may easily take on certain therapeutic features, promoting the pupilś mental health, for example in counselling pupils with weak self-images or those who are having behavioural or adjustment difficulties. Sessions directed towards career choice are often informative in nature and may broaden the pupil´s outlook, develop his ability to make decisions independently, or encourage him.

Individual counselling given to the pupil differs from the teacher´s traditional teaching role, even though it contains some similar elements. The success of such counselling depends largely on the SC´s ability to understand the pupil and to gain his confidence. This presupposes special personal qualities, know-how and skills in the SC. For the purpose of individual counselling sessions the comprehensive school SC has an office /see Figure 1/ where he has available pupil records, a reference library, handouts and brochures for the pupil, a telephone, and so forth. In addition to individual sessions experiments have been made with small-group counselling methods, which are of pedagogic and psychological interest.

SCs spend almost one third of their working time on individual counselling of pupils. It has been shown that the SC has too little time for such personal counselling. This is especially so in large schools. It is still true that the number of the SC's other duties and the effect of earlier teaching conspire to make the counselling sessions too superficial. SCs be encouraged to make use of such sessions because pupils regard them as important. This should be done through administrative action and by providing SCs with sufficient guidance in their work.

3. Responsibility for circulating information related to pupil guidance, for practical organization, for consultation and communication, and for follow-up work related to pupils' success and career choice

This area of activity makes up a good third of the SC's work. The rapid pace of school reform has meant that counselling work is constantly faced with new challenges. As a result this wide and dynamic sphere threatens to take up a bigger share of the SC's time. It requires the ability to make contact, flexibility, the willingness and ability to cooperate, and active dedication in carrying out the SC's duties and developing them in each specific school.

Circulating information

The SC helps the headteacher organize briefing sessions and other material for pupils in the 6th grade and their parents on issues related to the transfer to the secondary school. For pupils in the 7th and 8th grades /and their parents/ the SC circulates information on courses in later grades and other school activities. For pupils leaving the comprehensive school /and their parents/ there are sessions on further education and career choice. Such briefing includes, for example, work connected with editing the school bulletin, giving talks and lectures, and drawing up pamphlets.

Practical organization

This includes arranging the subject choises made by pupils, participating in the organization of remedial teaching, familiarizing junior school pupils with the secondary school, taking part in the planning of the work familiarization units, and responsibility for practical arrangements connected with applications for places in further education.

Consultation and communication

This involves cooperating with the headteacher and staff with the aim of promoting a positive school atmosphere and preventing problems. Contacts are maintained with external bodies of experts who have something to do with pupil guidance and care, such as organizations representing expertise in school psychology, sociology and medicine, the manpower service officials, the provincial pupil selection committee, various further education institutions, local enterprise, and representatives of industry and commerce in the region. The SC also participates in refresher courses organized by school and manpower authorities.

Follow-up work

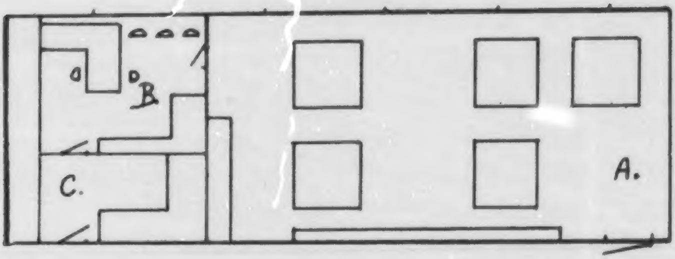
This includes tasks related to the monitoring of the pupil, his study programme and choice of subjects, his application for and succesful obtaining of a place in further education.

The duties of the comprehensive school SC have developed to a point where they give wide-ranging support to the work and development of both pupil and school. In general SCs have been satisfied with their job specification, which is presented in condensed form in figure 2.

As the reform of further education proceeds, the need for student guidance and the work of an SC has become apparent. It has even been said that the succesor failure

FIGURE 1

SUGGESTION FOR WORKING AREA OF STUDY COUNSELLOR



A. SUBJECT CLASSROOM
- pupil library
- shelves for teaching material
- groupwork feasible

B. OFFICE
- reference library and material to be given to pupil
- pupil records
- telephone

C. WAITING ROOM
- opportunity to work on tasks set individually or in small groups

FIGURE 2

THE OBJECTS AND METHODS OF WORK OF THE STUDY COUNSELLOR

COMMUNITY ⇄	SCHOOL ⇄	CLASS ⇄	SMALL GROUP ⇄	PUPIL
. home . school . working life . services	.administrative bodies .teachers .other staff	.pupils .teachers	.pupils .experts	.the pupil as a unique human being
Informing Initiatives Familiarization Study Negotiation Meetings	Meetings Negotiations Initiatives Informing	Teaching Directing Groupwork Informing	Small group and individual guidance which through the related discussion leads to the analysis and promotion of the pupil´s or group´s growth	

of the reform in further education will depend on how well the counselling and guidance provision in school work. The student guidance experiments implemented in senior secondary schools and vocational institutes have shown that if student guidance in further education is to be stepped up by establishing SC post there, then the job specification will conform to that of the SC working in the comprehensive school.

The training of study counsellors at the University of JYVÄSKYLÄ

Development of trainig

The training of SCs was begun in Jyväskylä in the autumn of 197[illegible] as a separate course within the Teacher Training Institute. Training was regulated by the examination requirements laid down by the Ministry of Education for the qualification of comprehensive school study counsellor. According to these the extent of the course was to be 1.000 hours and its duration two academic terms. The subject areas for study were defined rather loosely in the original requirements, where it stated that the syllabus for the SC course should be drawn up and confirmed on an annual basis. A total of 30 students could be accepted for the SC course and their selection could be based on an aptitude test. On completion of the SC course a certificate was issued where the student's competence as an SC evaluated on a five-point scale.

The course was directed by a lecturer holding a temporary post and teaching was given by this lecturer and other part-time staff. Other tuition given for degree courses at the university was made use of, as indicated by the curriculum.

With the implementation of the Teacher Training Act in 1973, the training of teachers came under the auspices of the University of Jyväskylä. A total of five separate departments or lines of study were set up in the Teacher Training Institute within the Faculty of Education, one of which was the Department of Guidance and Counselling.

In 1975 funds were granted for the establishment of a junior lectureship for SC course and also for a supernumerary senior lectureship. The course requirements were altered to the effect that applicants no longer required to possess a teacher's certificate. The minimum degree of qualification entitling an applicant to be considered was defined as a B. A. or equivalent. In such cases at least one year's working experience as a teacher or in counselling was a prerequisite for acceptance on the course.

In 1977 the SC course tuition was given scientific reinforcement. A professorship in the methodology of vocational education was set up and the majority of the incumbent's teaching has been given the SC course.

In 1979 the degree requirements within the Faculty of Education were altered.The original comprehensive school

SC qualification was scrapped and replaced by so-called separate studies in guidance and counselling. The professional basis of these is the role of the SC in comprehensive basis and further education. The new type of training is constructed on the basis of experience gained from the training of comprehensive school SCs. Studies still require approx. 1.000 hours over two terms. The syllabus, which is reviewed annually, takes increasing account of the development of guidance and counselling that has happened in senior secondary schools and vocational institutions. Teaching and study are based on the fact that students come with different basis qualifications /degree or teacher's certificate/ and different work experience as a teacher or in counselling. On completion of the course a certificate is awarded in which the student's knowledge of SC work is evaluated and his or her suitability for the work of SC is estimated.

The function of the training course

The function of the SC training course is to guarantee that the school system receives SCs with appropriate professional talents. The objective of the training is to develop the knowledge, skills and attitudes of the students in such a way that they can succesfully carry out the duties of an SC. To this end the training course staff have attached special importance to the recruiting of students, their selection, the syllabus and to developing the level of tuition, i.e. the identifying of key areas in the work of the SC /see Figure 3/.

Recruitment of students

Several investigations have indicated that spontaneous desire for a particular profession, based on adequate information , furnishes the necessary preconditions for success in that profession, both before and after qualifying. The training course staff have endeavoured to clarify the role and job description of the SC with the object of motivating those people with the greatest aptitude for the work to apply for training. This aspect is considered to be of special importance in adult education and the work of the SC. The training course for SCs of two terms´ duration must be based on solid professional training, work experience and mature, adult attitudes.This was perhaps best summed up in the statement that teachers who know their school and possess the talent are the ones who should be trained for the job of SC.

According to the observation and experience gained from SC training course, however, recruitment should not be limited to those possessing a teacher´s certificate. In Finland there is a considerable number of people possessing professional qualifications, people with experience of school and counselling work and others with the necessary aptitude and enthusiasm for SC work. These people should also be taken into the recruitment net. It is also important that the recruitment regulations should not favour only a certain type of degree or mode of thought.

At the recruitment stage care must be taken that both men and women apply for the SC course, Comprehensive school teachers taking time off for study receive a percentage of their salary, and this has motivated teachers to take the course. The same benefit should also apply to teachers in further education who wish to take the SC course.

Student selection

Succesful performance of an SC's duties presupposes special aptitude and development potential. The wide-ranging nature of these duties and the inherent responsibility require certain qualities based on knowledge and experience: maturity, the desire and ability to work for the good of the individual and community, and the ability to lead a balanced personal life. The staff of the training course have developed a selection procedure with the following criteria:

1. earlier study performance of the applicant, his work experience, amount and type of his social and spare-time activities,
2. an aptitude mark based on test results and interview

FIGURE 3

STUDY COUNSELLOR TRAINING AT JYVÄSKYLÄ UNIVERSITY 1982

Key points in the information of the SC body

Basis of training	Student selection	Structure of syllabus	Evaluation of study results	Evaluation of work success
Law and statute of University of Jyväskylä /1980	Criterion I: earlier success in studies, quantity and type of work experience	General studies: study of basic sciences /220 hrs/	General studies: evaluation made by subject departments	80 % of students in training working as SCs
Statute on degree in educational sciences /1978	Criterion II: Mark based on test results and interview	Subject studies: study of information and technique related to the profession /532 hrs/	Subject studies: /indicated on certificate as knowledge of SC/ mark based on performance in general written exams of the department	80 % of pupils consider SC´s work to be succesful or very succesful
Degree requirements for Faculty of Education /1979	Criterion III: mark based on demonstration work	In-depth, specialized studies: practice, working as an SC, research in guidance and counselling /294 hrs/	In-depth, specialized studies: /indicated on certificate as suitability for post of SC/ mark based on performance in demonstration guidance + counselling work	over 90 % of headteachers consider SC´s work in their school to be successful or very successful
Letter from NBGE Y 20/1981				
Syllabus				

3. a mark based on a practical demonstration of the applicant's ability at that moment to perform as an SC.

In the final selection the criteria are weighted as follows: criterion 1 carries two-thirds of the points, and criteria 2 and 3 together carry the remaining third. In extreme and obvious cases of unsuitability the selection board, where unanimous, can turn down the application on the basis of unsuitability.

For many years the courses have had a two-thirds majority of women students. This has given rise to heated discussion as to whether the male-female ratio should be balanced by a quota system. According to this principle, there should also be discussion as to whether a certain percentage of places should be set aside for those applicants who have no teaching experience and but possess the relevant basic education, work experience and other qualifications.

The study counsellor course syllabus

The syllabus designed is regulated by the appropriate statutes related to degrees in education and examination requirements in the Faculty of Education /see Figure 3, page 152/. Each year the syllabus is reviewed, and this review takes into account the progress of school reform with its inherent challenges, the experience deriving from each year's course, and the feedback from the field and teaching staff. In the past few years special attention has been directed to the selection of literature for the course. Its feasibility and suitability for adult education has also been carefully scrutinized. The extent of the present syllabus is 1.046 hours per student over two academic terms. Using the terminology introduced in connection with the reform of degree studies in Finnish higher education, the syllabus is divided into three sections :

General studies	220 hrs
Subject studies	532 hrs
In-depth, specialized studies	294 hrs

The aim of the general studies section is to update and supplement the student's knowledge of pedagogics and methodology and of other areas considered basic to SC work, i.e. educational science, special pedagogy, social politics and psychology. Students pursue studies in various departments of the university. As the students' earlier studies vary considerable in level, it is necessary to draw up a personal study plan for each student. The minimum requirement is that the student completes studies corresponding to the basic course in that subject. Those students who have already completed such courses fulfil the course requirements by selecting courses according to their choice and advice of course staff.

The aim of the subject studies section is to give the student the necessary professional know-how and skills required in SC work. It also relates the scientific knowledge acquired in the general studies section to the working practice of an SC. All students receive the subject studies in the same form. These include lectures, background reading and papers on the following topics: knowledge of social life /e.g. of school and working life/; human awareness /e.g. awareness of pupils, teachers and selfawareness/; awareness of professional practice in counselling work /e.g. pupil care, theory of counselling, methods of counselling/, etc.

The aim of in-depth, specialized studies is to allow the student to try out and evaluate his or her skills in SC work, to develop an experimental, enquiring and scientific mode of thought, to broaden the student's world-picture, and to increase the student's motivation and personal commitment to the work of a SC. Studies at Jyväskylä have included, for example, teaching practice, sample counselling sessions and observation in ordinary schools, training schools and manpower service offices, participation in a methodoly seminar on counselling and the writing of a short thesis, study-visits and the organizing of such visits, a study-trip to Sweden in the autumn term and to the Soviet Union in the spring term. The purpose of such trips and the teaching related to them is to acquire knowledge of, for example, the educational and counselling systems in neighbouring countries.

In addition to the official syllabus the members of each course have carried out their own unofficial syllabus. This has been designed at the beginning of each course by the course committee, which is made up of students, in conjunction with the staff. It may also be based on archive material from earlier course committees. According to the inclinations and talents of each course, the unofficial syllabus has included sport, such as swimming, volleyball or skying, and cultural pursuits, such as visits to museums, theatres and cinemas, as well as actual performances by the students themselves /concerts, plays, etc./ and various parties, such as those at the beginning and end of each term. Through its activities the student committee has actively supported the succesful carrying out the official syllabus.

Observations on the implementation of the syllabus

The University of Jyväskylä offers excellent conditions for the completion of the general studies section mentioned in the syllabus. Because this section is based on students' earlier studies, it is considered to be a source of encouragement and challenge. One of the preconditions for the succesful implementation of the syllabus is effective guidance in both study and selection of subject. An attempt has been made to underline the importance of how the student makes use of his time /see Figure 4, page 162/. Through this guidance the student is obliged at the very start of the course to have personal experience of his future work from the pupil's point of view. The considerable variety in study programmes related to general studies creates many problems for the succesful realization of the course. Students have criticized the general studies section on the following points:

- general studies take up too much time from "actual SC training" /i.e. from subject studies/
- general studies fragment the course,produce duplication of teaching, make the course superficial and stress-producing
- students who already have qualification in several subjects find it difficult to make an approprite selection to be included in general studies
- elsewhere in Finland SC training does not require such a large amount of general studies

On completion of the course, however, students have different ideas when evaluating the success of their studies. According to feedback analyses, the weighting of the different sections of the syllabus is considered correct. Students regarded the obligatory studying of various scientific areas as appropriate and studies were not considered to be too strenuous. Many students have gone on witn degree studies in those areas included in general studies after completion of the SC course.

The success of the general studies section depends on many factors: the teaching that is offered, the planning of studies, study motivation, and so on. The retention of general studies within the syllabus can be justified on the basis of the above points and also on the following :

- within certain limits students can themselves plan and continue their studies and, according to their abilities and objectives, even exceed the minimum requirements laid down in the syllabus
- it becomes clear to students that counselling work is based on knowledge culled from various sciences
- the students have at their disposal the latest research data in the said area and its best representatives in the university
- tightly-scheduded study based on different study programmes obliges students to cooperate, work in small groups and take others into consideration. This eliminates a pedantic attitude to study and work thus creates the course spirit
- students acquaint themselves independently with the various departments in the university and their teaching, and this experience can be made use of in their counselling work.

The general studies section should be regarded as a valuable form of study representing traditional academic freedom and establishing an excellent base for subject studies in guidance and counselling.

In the subject studies section students are acquainted with the work of the SC and with the knowledge and skills required in the job.

The duties of the SC have largely been formed on the basis of the work experience of teachers and they are seen as appropriate and motivating to study. Since it continues to be possible to make use of practising SCs as part-time teachers on the course, theoretical studies have been succesfully related to practical work. In feedback analyses and discussions students have underlined the importance of these studies for their future work. Teaching and room arrangements have come in for criticism, as have the teachers and course contents. The fact that teaching space is often unsuitable and has to be changed, and the fact that staff may change during the course have caused problems in the implementation of the syllabus. It should nevertheless be pointed out that the department has been extremely lucky in being able to keep several part-time teachers with many years´ experience. By means of annual feedback analyses and discussions the syllabus and its implementation have been monitored and as a result the contents, timing, form and presentation of teaching have gradually been developed.

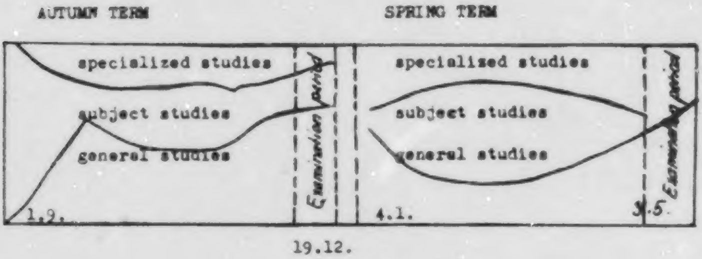
According to the data emerging from feedback analyses the conclusion may be drawn that subject studies included in the one-year SC training course in the form depicted above are approaching their optimal structure. Naturally, the teaching contents should be reviewed annually in line with social developments and school reform. The biggest obstacle to this work is the limited resources available for research in guidance and counselling. In the light of the importance of pupil guidance and counselling work carried out and required in the school system, it is astonishing that in teacher training institutes in Finland there is not a single senior lecturership or professorship in pupil counselling or pupil care.

In-depth, specialized studies offer the student an excellent means of involving himself individually and creatively in the work of an SC. On the one hand, students consider these specialized studies with their papers and evaluated sample counselling sessions to be demanding and stress-producing. Yet on the other hand they are, in the students´ opinion, mind-broadening and motivating; they clarify the students´ future work and draw them towards it invitingly. One of the preconditions for the success of specialized studies, as of the entire syllabus, is that they are of optimal length, and that they occupy the correct position in the syllabus from the point of view of course studies and SC training. It has been of great significance to the overall success of the course that teachers working in various training centres which students visit or practise in have devoted themselves so enthusiastically and unsparingly to the work of teaching and guiding students. Naturally, this has also meant a considerable workload for the full-time regular course teachers. It may be said that the practical organization of specialized studies in SC training is at least as demanding work as the delivery of lectures.

On the other hand, the specialized studies and their organization constitute an excellent means for both staff and students of developing in their work, of seeing the relationship between everyday reality and objectives, of establishing contacts with organizations outside the university and with other universities, also at an international level. Where course students have been able to participate in practical teaching arrangements, they have seen for themselves the significance for all teaching and guidance work of consultation, coordination and cooperation, which are part of an SC's work.

Teaching also contains certain clear points of contact with the trade union activity of practising SCs. Cooperation between the universities of Jyväskylä und Umea has increased and has acted as a channel for cooperation between Finnish and Swedish professional counselling bodies. Cooperation between the University of Jyväskylä and various professional organizations has stimulated the latter to arrange extremely high-quality in-service training for both practising couselllors and teachers.

Estimate of individual student's allocation of time allotted for SC training during academic year 1981-82
/Estimate based on observation/



The certificate awarded on completion of SC studies and and evaluation of studies

In 1979 the Ministry of Education officially endorsed the form of certificate to be awarded on completion of the seperate course of SC studies. The certificate evaluates the student's knowledge of guidance and counselling on a three-point scale and his suitability for the work of SC on a five-point scale. The certificate qualifies the student to work as an SC.

The criteria for evaluating performance on the SC course were officially approved by the Faculty of Education at Jyväskylä University in 1979. According to these criteria evaluation follows the same division as in the syllabus, namely general, subject and specialized studies, as follows:

Evaluation of general studies

Marks for educational science, special pedagogy, social politics and psychology are given by the relevent departments and in accordance with the Teacher Training Institutes own criteria. The departments also record the marks in the student's study-book. The department of guidance and counselling checks from these marks that the students has completed the required amount of general studies. The final certificate does not include mention of succesful completion of general studies, although the Faculty of Education has proposed such an addition the certificate.

Evaluation of subject studies

This forms the basis for the mark awarded under the heading "knowledge of pupil guidance" on the certificate. This mark is based on the average scores obtained in department examinations. These are based on lecture courses and background reading.

Evaluation of specialized studies

This forms the basis for the mark awarded under the heading "suitability for SC work" on the certificate.

This mark is arrived at using the following five criteria:

1. Successful completion of scientific seminar work related to pupil guidance. Three members of department staff make the evaluation.

2. Successful completion of practice work in schools and manpower service offices. The evaluation is made by a vocational psychologist in the latter case and by a SC in the former.

3. Successful performance in giving guidance lessons in an ordinary school and in the training school. The evaluation is made by a department lecturer and by the training school SC.

4. Success in providing personal guidance for a pupil in the senior secondary school and for one in the comprehensive school. The evaluation is made by a department lecturer and by a part-time SC.

5. Estimation of the student's suitability for SC work. This is made by three department teachers and is based on the same criteria that are used in selecting students for training.

In arriving at the final mark each of the above criteria carries an equal amount of weight. The department staff meet and propose to the faculty that a student be awarded a specific mark based on the sum total scored.

TABLE 2

APPLICANTS FOR STUDY COUNSELLOR TRAINING COURSE

Certificate of Comprehensive School Study Counsellor,1971-78

Academic years year	Applicants	Number on course	Average age
1971-72	72	23	32,3
1972-73	65	27	33,4
1973-74	109	29	35,1
1974-75	84	30	34,9
1975-76	97	42	35,6
1976-77	87	36	34,0
1977-78	67	35	34,0
1978-79	126	30	33,8

Seperate Course of Study Leading to Qualification as Study Counsellor, from 1979 onwards

1979-80	142	30	32,9
1980-81	108	27	29,7
1981-82	119	25	34,6

Consideration of the course output

By the spring of 1981 a total of 309 SCs had qualified from the University of Jyväskylä, including 158 men and 151 women. The first courses contained a majority of men as far as number of applicants was concerned, with about one third women. In the mid- 1970s there was a change with more women applying and studying. On many of the most recent courses one third of the students have been men.

There have also been changes in the basic education of the students /see table 3/

TABLE 3

BASIC EDUCATION OF STUDENTS QUALIFYING AS STUDY COUNSELLORS

	1971-78	1979-80/81	
Total number of students	252	57	309
1/ teacher	56,8%	21,1%	
2/ teacher + additional examination	9,9%	15,8%	
3/ vocational teacher	7,5%	7,0%	
4/ first academic degree /B.A.or equiv./	17,1%	38,6%	
5/ higher academic degree /M.A. or equiv/	8,7%	17,5%	

The majority of students - more than 80 % - taking the course between 1971 and 1975 had gained the teacher's certificate for primary and lower secondary schools. In 1976 almost 50 % of the students had a university degree. This is explained by the fact that teachers who had been able to study had in fact gained an academic qualification. The number of students with a higher degree /M.A. or equivalent/ has been about one quarter of the total over the last few years.

In the mid-1970s the teacher training requirement was relaxed. Since then the course has invited applications from people with an appropriate basic education /this was defined as equivalent to a first degree/and working experience as a teacher or within counselling. The number of such students varies from course to course but averages aproximately 20% of the total.

All in all, the courses have been extremely heterogenous both in respect of basic education and work experience, and in respect of age structure, with the average age of course participants being around 33-34 years /see table 2/. From the point of view of qualifying as an SC, however, the heterogeneity of the courses should be considered a positive advantage. During the course the diversity of the students helps them appreciate human growth and the teaching or counselling that promotes it, and also the diversity existing between schools and other organizations.
After the course a student's different basic education may help in finding work.

The course staff have attempted to monitor precisely the study progress and attitudes of the students during the course. This has been done by means of compulsory and individual study guidance sessions at the beginning of each term. At the end of each term students have been obliged to estimate their study success by means of, for example, various evaluation sheets. Accordings to the result, at the end of the autumn term students have been tired, distressed, sometimes even aggressive. This is due to the fact that the formal cognitive teaching given as part of the syllabus, on which the subject studies and other work in the spring term are based, is concentrated in the autumn term; in other words, the syllabus is "front-heavy" and exhaustion has done its damage. Year after year, however, students on returning from their Christmas vacation , having recovered from their tiredness, have said that it is worth concentrating cognitive studies in the autumn term.

At the end of the spring term after giving their demonstration classes and writing their papers, the students have had to make a precise evaluation of their year of study. The results indicate that students consider the syllabus to have worked more or less successfully and there is no wish to alter the quantitative proportion of general, subject and specialized studies. The diversity of basic education, however, does produce different opinions: students who have already studied widely in educational sciences would like to see general impression is that students are satisfied with their studies, with 80 % giving a positive answer to a question on this point. Most of the students also believed that they had developed as human beings during the course.

The department has also attemted to monitor the placement of students in the job market. To this end surveys have been carried out and a monitoring system has been set up with qualifying students voluntarily informing the department of their job placement. According to the surveys and other estimates almost 80 % of qualifying students find work as SCs /table 4/.

TABLE 4

JOB PLACEMENT OF QUALIFYING STUDY COUNSELLORS

/situation 1.2.1982/

Post or position	Number	%
Study counsellor	247	80 %
Class teacher, special teacher or equivalent	30	9,7
School administration, education officer, headteacher or equivalent	23	7,4 %
Unknown, retired, deceased, etc.	9	2,9
total	309	100%

In 1976 a large-scale survey was initiated to examine the working success of qualifying and practising SCs /90/.

Satisfaction was expressed by approximately 80 % of pupils /2000/, about 80 % of parents /1000/ and by over 90 % of headteachers /80/.

Developing SC training

Industrial and technical progress with its inherent social changes both initiated and accelerated school reform. The new comprehensive school is striving to guarantee all children equal opportunities for personal growth and for the acquisitions of the knowledge and skills required in life. In the near future the comprehensive school will provide everybody with the opportunity of continuing into further education. The reform of further education for its part aims to guarantee everybody a vocational training or the opportunity for continuing studies. In order to simplify the application process for young people entering further education and to be better able to maintain the educational balance, the so-called common application and common selection system was developed. There has also been an attempt to move away from a selection procedure based on achievement level to one based on study-area, thus giving more weight to the heterogeneity of students. It is considered possible to develop the counselling procedures for this mass of pupils by shifting from screening and selection towards locating and guiding. The aim is to make it possible to proceed from any form of further education into higher education.

New thoughts, claims and conceptions related to the educability of the human being and to the possible links between education and social politics, especially the politics of employment and the regions, have brought the school system face to face with new challenges. Technical development requires that the level of education is raised and that study is made more efficient. The change in society presupposes an increase in, for example, adaptability, mobility and capacity for cooperation. The difficult youth unemployment situation calls for the establishing of clear links betwen educational and employment policies and an increase in the counselling related to study and career chice for young people.

These facts constitute the point of departure for SC training. The ultimate objective of the entire activity is to help the school to develop its pupils into physically and psychically healthy citizens, who are both able and willing to take part in constructive work , both nationally and internationally. SC posts have been set up in the comprehensive school and thus activated pupil guidance work. Equivalent posts are being set up in further education /senior secondary schools and vocational institutions/ in order to activate study guidance. The professional basis for the separate course of SC studies is the actual work of the SC in the comprehensive school and in vocational institutions. In what way, then should SC training be developed in the future at the University of Jyväskylä ?

The university should continue on the basis of the initiative made in 1979 in its efforts to define the operating field of the SC in institutions of further education. The work of SC at all levels should be defined as teaching work.

The university should function in such a way that the training of SCs for various schools and institutions can be carried out within the same training programmes. Counselling procedure and theory are much the same in the different types of schools, and cooperation amongst SCs in the various institutions and their professional unity would develop already at the training stage. The department of guidance and counselling could become a truly significant training centre in this field.

There should be an effort to orientate the work of the associate professor on vocational methodology towards the training of SCs, especially of SCs working in vocational institutions. If this is not feasible, then the Teacher Training Institute should expedite the creation of a professorship in pupil care and guidance. The staff of the department should also be strengthened by the addition of a lecturer with basic training and work experience in the technical field.

Appropriate space and facilities should be set aside for the training and working requirements of the department, and such space should fulfil the pedagogic requirements of the SC training.

SC training should continue to be a form of adult education founded mainly on training as a teacher and practical work experience. For non-teachers with a suitable basic education and work experience there should be some form of quota system permitting entrance. Plans for the initiation of a first degree course in guidance and counselling /with students chosen on the basis of their school leaving certificates/ should be shelved for the time being.

The duration of SC training should be kept at two terms. The possiblity of appending a third term should be investigated, not however, as a direct continuation of studies but, for example in the form of two refresher courses of one term every three years. Such an arrangement would benefit pupil guidance effectiveness and help develop SC training.

Yet even the best syllabus and conditions of study will not produce results if the essence of counselling work is not understood; in other words, if people do not wish to understand it as a movement towards and a striving for what is better. Counselling is to be seen as the pursuit of the well-being of the pupil and community in both the subjective and objective sense. Counselling work cannot be selfinterested and cliquish, nor can it be reduced to the provision of mere technical advice. Counselling should be based on the knowledge brought forth by scientific research, and the application of this knowledge requires the professional talents of the SC. The training of SCs can thus never be the same as the training of civil servants and bureaucrats.

The course of study should develop the student's insight, conviction and commitment in relation to his or her role as the servant and helper of the school, the true teacher-counsellor.

Eirik Sjømaeling
Norway

A FEW STATEMENTS ON SOME COUNSELLING TASKS IN EDUCATION OF TEACHERS IN NORWAY

I have had the great pleasure of listening to some of the reports from the different countries represented here on this conference. Many interesting opinions have come forth as to the basic principles of the topic at stake, i.e. guidance and counselling of youth in our school systems. However, its not my task to draw any conclusions - I think I were unable to do so, even if I wanted. But so far I have the impression that there is more of common value and use in those principles of counselling work then what is guite different between our nations in this special field of educational activity. Next, I also have a strong feeling of witnessing how the differences often is due to stressing and emphasizing different educational objectives, aims and means which may be caused by or at least derived from traditions, development and even national politics, moral, religion and other more or less immeasurable values in life.

These tentative statements lead me to try to give you a short information about some tasks and problems in Norwegian teacher education in general - and some special notes on our topic here. This last theme depends on the first mentioned, both in degree and extent.

The last ten years in our school history have really changed the whole system of education in Norway: Nine years compulsory school from 7 to 16 years has been put through everywhere in all our very long country - as far north as you can come in Europe - with a population of only 4 millions scattered over this area of mountains and show, but also with warm North Atlantic Golfstream, which makes it possible in all to live there and even live well and happily. But the school system has widened more, and up to 3 years of secondary combined education is offered to almost every young girl and boy who wants to study either theorethical subjects - /arbitur/ - or learn vocational subjects. Not only for typical industrial vocations, but also for future qualifications for a job in agriculture, fisheries, merchant navy and oil production in the North Sea. Just to mention some different activities for and fields of skilled workers.

As regards to higher education, Norway has 4 universities, Oslo, Bergen, Trondheim and Tromsø.

They all undertake a great part of the teacher education in our country, especially future teachers who come to have their work in secondary schools. In this way, we hardly differ from other European traditions. But in addition,we have a great amount of colleges or so called high schools, i.e. relatively small higher education schools spread all over the country. They are supposed to have university standards - and may of them have already, while others are developing. I believe that amongst them are the teacher training colleges of which there are at least one in each of the 18 counties of Norway.

To become a teacher in general subjects in primary and lower secondary school you normally need at least three years. New curricula and plans are recently /1981/ developed for teacher education, and according to western and nordic traditions they are based on a limited choice of subjects and combinations by the students, all within a frame of what is practically possible to organize in the different rather small colleges, which may consist of from approx. 150 to 600 students - some times less, but seldom more. However, there are some consistency in this structure - all students have to choose the teaching of mother tongue and learning pedagogy, to mention two main things. Still, within this study programme the student can take counselling activities as a special subject. It is not to be found every where - as just a few of the colleges and universities have developed such plans yet - and in our country they themselves have the responsibility of making their own study and subject plans, based only on certain main, common national principles of curricula, which are in accordance with the educational objectives, in general.

The situation as far as further education in this field concerns, the teachers having counselling tasks in school, are given access to courses of approx 100 hours /lessons undertaken by the 18 county school authorities and administrations, of which I am in charge of one. We look, however, upon this enterprise as a sort of "first aid" and in cooperation with the teacher trade unions we are involved in bettering the in-service-programme by new courses. I´m sorry to say that we are not able to adopt the Danish model, due to the physical and geographical obstacless which looks a little different from our point of distant view.

The keen listener may be tempted to ask what we do with the special guidance and counselling personnel without a teacher´s functions. We have these personell, of course, and they perform good professional jobs. But we are in constant short of some categories of specialists while educated teachers are expected soon to overflow the market. I limit myself to remember you of the dramatic fall of European birthrates and its future consequenses. Shall we close our eyes to this fact?

We therefore are - in my opinion - obliged to - and also strongly interested in - a new approach to the problems. For our country it´s not only a question of reduction from a constant figure of 65 000 births every year earlier to now constantly less than 50 000. At the same time we have decentralised our municipal primary schools and county secondary schools to an extent and in a scale that was unthinkable just two decades ago. The increased cost this has meant and will mean still more in future, together with a new structure in school work and cooperation in service, gives no place and reduces the demand for special services often caused by environmental factors which are consciously seeked to be diminished. However, it would be almost immoral and at least perhaps stupid to deny the use of counselling specialist as well in the educational system as outside it. Therefore our new approach will be to organize those services in other ways, f.ex. municipally - and open the service offer to all, especially young inhabitants, whether they are attending the school or not.

I can see no special need for allocating these valuable specialist activities to the educational field. Besides, such a new organization will make it more possible to create a professional milieu, to which qualified people will adhere more and even have far better opportunities to develop personally and seek and get cooperation both within and across their special professions.

I find it also necessary to remind us of the great and probably raising problems of European unemployment. The counsellors tasks how to cope with and to discuss the consequenses of this fact as to give advice to pupils, ought to be a main question for counselling workers now and in near future.

Finally let me state briefly and almost underline the following :

Innovation over a long period has developed Norwegian schools to more decentralized, technically well equipped and in many ways resourceful workshops than ever before in our history.

This development of more personal and individual contact between pupils and teachers is due to a unanimous attitude of what people find of high value for the pupils as well as for the community in all and general. The class teacher system esp. in primary schools, is very strong in our country.

Teachers - both those in service and students - must be better educated to meet and cope with tasks of counselling young people and thus be able to take some more of potential counselling work. Team work training and organization between teachers in school are more emphasised and even demanded.

Specialist services are to become organized and offered in a way that it is possible to extend them to groups and individuals outside the schools. This is considered extraordinarily important for a mini-nation like Norway with shortening of highly qualified and trained specialists who often want to settle in towns and district centre.

Faced with these sometimes really touchy problems, we have found it necessary to seek positive solutions by initiating new approaches. I cannot contribute to an internal, professional discussion among specialists in counselling pupils- neither to what and how the universities and colleges will have to meet these new challenges. In our country we have recently started this work of innovation. Therefore I'm not able to give you any details or further information at this moment. I have tried to limit myself to put lights on some of the thoughts which are at debate in Norway from my angle of view.

Neno Nenov
Bulgaria

ROLE OF THE TEACHER IN FORMING PSYCHOLOGICAL READINESS FOR THE CHOICE OF A PRODUCTION VOCATION

The Decision of the 12th Congress of the Bulgarian Communist Party and the principles concerning the development of education adopted by the Plenary Session of the Central Committee of the Communist Party of Bulgaria in 1979 set out new directions for the educational policy of our country.

Social reproduction requires that in the stage of the building up of an advanced socialist society the young person should view work as the main sphere and source of revealing and developing his abilities, of enriching material and spiritual values and of improving the quality of social relations. On the other hand learning and work should not be separated from one another and pitted against each other. They are two sides of the same unified and continuous process of the social realization of the personality . They are in the centre of the integral approach to the revelation and utilization of the manifold linkage of science, education, culture and production.

The multiform development of the personality, its political maturity and social activity as well as the growth of general and specialized culture are the principal criteria for assessing the work of the school and of educational personnel. Coming to the fore are such traits of the psychological qualities of the personality to self-realization as is the aware approach to work and creative activity in the solution of production tasks, the intellectualization and aesthetization of working process, aware socially justified vocational orientation, a stable value motivation and emotially volitional sphere, etc.

The teacher as the leader of the creative process of forming the psychological preparation for the choice of a production vocation is now in a new situation. He ceases to be the sole and main source of specialized information. Coming to the forefront is his coordinating and integrating function, his active attitude to the development of the interests, abilities and leanings of the personality.

The preparation for volitional choice in the current school is being viewed as the unity of individual and social interests, a unity which presumes the complex linkage of general education, general technical and specialized training in one single process. This may be achieved through the three levels of the unified secondary polytechnical school.

The first level lasts ten years. Its main task is to provide broad general and polytechnical education through which the pupils are informed in a multiform and specialist manner of the significance of each vocation and field, are shown the possibilities of work and personal realization in different vocations.

The personal approach to the respective production sphere is enhanced by work training which is included in the curricula and is aimed at forming the abilities and habits for manual work and work with machines, forming the aware need and readiness to partake of socially beneficial activity. The pupils are gradually acquainted with : the specifities of home and agricultural work, the operation and maintenance of everyday electrical devices, the principle operations of mechanical machining and computer technology, the mechanism, maintenance and driving of vehicles.

The broad possibilities for the development of the creative activities and leanings are secured by the system of aesthetic training and education as the basis of moral and aesthetic education of the personality and as the indispensable component of social réalization.

The following demands are placed on work training at the first level: it must be socially beneficial, productive, it must be based on broad general and polytechnical education and must be implemented together with workers and peasants.

The second level takes one to one and a half years. It allows the pupils to acquire the foundations of the vocation on the basis of a broad polytechnical profile, to gradually and consistently prepare for participation in specialized work . The pupils continue in their general training they do, however, have the possibility to profile it through elective specialization. At the same time they are deployed into a full working process in specialized training complexes. Their first helpers are their teachers and their patrons from the ranks of skilled workers.

The third level of the unified polytechnical school is implemented in the conditions of real production and its aim is to provide the pupils with concrete specializations. It takes up to two years.

The immanent characteristics of the new school consists in that it puts the boys and girls into the same conditions and eliminates the existing practice of premature narrow specialization. Boys and girls are given the possibility to choose a vocation and they all dispose of almost the same general and specialized knowledge, they may realize themselves in concrete practice without having to interrupt their further education, specialization or qualification.

In this brief survey we do not have the time to analyse the specificities of the psychological preparation for work and for vocational choice. At the most general level we consider it to be the relation, the tuning, the attitude, the conviction and the orientation of the personality which has been formed on the basis of concrete working and specialized activity. In this sense the specialized vocational orientation of the pupil is the natural precondition of the pupil´s psychological ability for realization in the production process.

The preparedness of the adolescent generation for active and aware participation in working activities assumes the unity of desire, wishes and leanings and the evaluation of the social importance of the results of work. Practice has shown that psychological preparedness should be viewed as the unity of the stable interests between the actual working process and interest in its results.The social evaluation of the product which was created in working activity sharply increases the responsibility, self-evaluation and control of behaviour, forms an explicitly positive attitude to working tasks.

In this process the teacher plays the role of a specific "mediator" between the socially necessary social task and the subjectively significant system of personality relations. His role of the qualified and competent specialist, a personality with a high social status is very important in managing the attitude of pupils to the choice of a certain vocational sphere. The teacher's activity in forming the inner attitude of the personality - the comparsion of the advantages of various vocations in the given sector, the continuous inclusion of new information on vocations, providing the analysis and characteristics of the vocation, the endeavour of the pupil to find his place in the respective vocation, etc., all are very often decisive factors.

In the paper which we are presenting we are analysing our experience with the optimization of the process of the further education of the teacher, the class teacher, methodologists and specialists of centres and departments for vocational guidance.

Regardless of the fact that the second and third levels of the unified polytechnical school form the definitive preparedness of the individual for vocational realization its foundations are laid very early on, in the lowest grades where a positive attitude is formed to work and to various vocations. In this sense the entire cycle of education and instruction at the first school level is viewed as the process of practical and psychological preparation for participation in those fields of the working life in which young people are socially most indispensable.

Of special significance is the growth of the teacher's role as of the coordinatior of all components of the environment which contribute to the formation of a positive attitude to work in production: the complex of motives, interests, value orientations, self-evaluation and the system of working, generally technical and specialized habits and skills. At the most general level his activity incorporates the bringing together of general and specialized education on the basis of optimal integration with the patron production enterprises, the necessity of the continuous linkage of instruction with modern production, the activation of the role of the family, the youth organization and of other social factors for the optimal choice of the production vocation.

In the narrow didactic plan special value is assumed by the collective complex influence of the teachers on the general preparedness of pupils for work. This mainly implemented through the communist attitude to work, the formation of the feeling for the collective and the feeling of personal responsibility in the fulfilment of working tasks, the understanding and strict observance of work and technological discipline, etc. It is connected with the communicative, constructive and organizational abilities of the educators, with their professional abilities to form, from the youngest age of the pupils, their independence in the planning and fulfilment of tasks to educate organizational abilities, initiative, the creative approach to work, general work culture and working patterns, a high action capacity, the ability to keep order and hygiene at the workplace, the observance of work safety regulations, etc.[1/].

In this sense we may point to other specialized and social demands on the education and activity of the teachers, namely the ability to show the beauty of work, the richness of relations in the working collective, versatile physical preparedness for work, the choice of and realization in a certain production vocation, etc.

[1/] Fol, Al.: On unity in creation and on creation in unity. S.,Nar. prosveta, 1980, b.9.

It is evident that all these new principles require profound changes in the initial education and further education of teachers.

Ways of Optimizing the Content of the Process of Further Education

High theoretical and practical training of teachers and class teachers is the indispensable condition of the optimization of the system of work education and the vocational orientation of pupils. It includes initial training at an institution of higher education and the permanent and recurrent updating of knowledge in the system of further education. Further education basically contains such general and specialized components as are: specialized information provision, vocational guidance, primary vocational choice.

Education and training of teachers for vocational guidance includes the mastery of such knowledge and the forming of such practical skills which would allow the teacher to :

- conduct a psychological analysis of the pupil´s personality,
- confront the psychological structure of the personality with the requirements of the respective vocation
- determine the further development of the personality and of the perfection of its psychological structure.

Where do we see the optimization of the choice of the content of education? With regard to the stated theoretical principles, the new tasks of the reconstruction of the educational system and the given state of the qualifications of educational personnel we have set ourselves the task of processing a new strategy and tactics for the didactical interpretation and modelling of the content of the process of further education. In this connection we have constructed structural and functional models of the syllabi and curricula.

The new didactical interpretation of the content of instruction, the new scientific approach to its selection, planning and structure require a new adequate terminology and the designation of the components of the syllabi and curricula, in accordance with the theory of syllabi and curriculum structuring, corresponding to the theory of systems and hierarchic structures.[2] In the restructuring of the content of instruction we are therefore introduction in the hierarchic system the following problem typology:

problem complex
problem area
problem trends
main problems
problem units

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[2] Kaladzieva, M., Kostov, K.: Hierarchic structures and management of scientific research. S., Bulgarian Academy of Sciences, 1979.

The introduction of the concept of the "problem" as the main structural sign of the content of instruction is conditioned by the specific process of further education, current demands on strengthening the heuristic, integration principle in specialized education and training and the further education of educational personnel. "The modern teacher is required to be a creative and inspiring interpreter".[3/] The introduced problem typology to a considerable extent corresponds to the cognitional charasteristic of the process of further education, it better reflects the linkage of its content and the system of conginiton of current science, its integration trends and prospects. This typology allows us to build a hierarchic structure of the cognition system of further education in accordance with the growing needs of educational personnel as concerns unified generally scientific, scientifically concrete and applied training in philosophy, methodology, psychology, pedagogy and other scientific fields which belong to the profession.

The unified problem typology secures the adequate reflection of social order, related to the comprehensive system of the process of further education, this by introducing topical problem trends into the basic and variant education

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[3/] Pol, A.: The XIIth Congress of the Bulgarian Communist Party and the Tasks of Education. Uchitelsko delo, No. 26, 1981.

of educational personnel. This makes it possible to purposefully plan the concrete content of the problem units and to thereby attain the interlinkage of social indicators with the didactically constructed cognition system of the process of further education.

This basis underlies the said structural and functional model of the curriculum of further education at the CIUURK[X/] /diagram/ which will be tested in the choice, planning and construction of the content of instruction; at the same time it allows to reduce to the minimum the respective descriptive and prescriptive information. Thus, for instance in the development of the respective concrete syllabi according to the model the hierarchic structure of the oranizational forms, designated by the given signs may be decoded and developed as follows:

[X/] Abbrev. for Central Institute of In-Service Education of Teachers and School Administrators /Bulg./

4. Organizational forms

4.1 Auditory and laboratory	4.2. Production and study	4.3 Independent
4.1.1 Lectures	4.2.1 Educational practice	4.3.1 Independent education from study sources
4.1.2 Seminar and control practice	4.2.2 Observations in workplaces and excursions	4.3.2 Written work
4.1.3 Discussions case studies, etc.	4.2.3 Observation of cultural monuments and nature	4.3.3 Expression of creative abilities

The model of the study plan reflects the unified strategy of the implementation of social order; it reflects global aims; it strives for advance in the development of educational personnel while at the same time providing broad possibilities for a differentiated choice modelling the concrete content of instruction in the individual fields of study. These possibilities are also based on the quantitative and qualitative compatibility of the problem complexes reflecting the system of current science, the spiral development of theoretical and practical cognition as well as the systems approach in its three modifications.[4]

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[4] Stefanov, N. : "The small world" of big science. S., Nauka i izv., 1981.

The first generally scientific complex /1.1.1/ is basically built on the systems integrating approach and incorporates problem areas of generally methodological and integration significance for the further education of educational personnel. In the second, concretely scientific complex /1.1.2/ the dominant is the systems differentiating approach which secures indispensable training in the individual fields and types of methodology. The complex of applied theory /1.2/ is based mainly on the systems situation approach and counts on various types of independent activity in the solution of concrete problem situations and specific pedagogical tasks. Proceedings from the demands of the systems approach and the strengthening of the linkage between the individual fields of study new disciplines have been introduced into the problem areas such as have importance for the education and training of the modern teacher, namely sociology, logic, semiotics, aesthetics, the theory of systems and information, the theory of management.

In the choice and construction of problem complexes and areas the decisive role is taken by the development of modern science and the characteristics of educational personnel, while the introduction of problem trends is basically given by the development of social practice and the social functions of the new unified secondary polytechnical school. More specifically the first trend is linked with the problems of the personality and is conditioned by the growing role of the subjective factors in the stage of the advanced socialist society, the tendency to humanize contemporary science, putting special emphasis on the personality principles in the characteristics of the teaching profession. The second trend, i.e., "intensification" corresponds to the demands placed by the scientific and technical revolution and the global strategy of the five year plan for the socio-economic development of all spheres of our life. The third trend, i.e. "social adaptation" is conditioned by the appeal of the party for forming an active life attitude in the young generation and the appeal for its full realization. All the said three trends in their interlinkage, by the fact they are mutually conditioned as well as by the problems which follow from them give topical character and social charge to the process of further education.

The problem area of the content of instruction hierarchically constructed in the model of the syllabus secures its coordination inside the individual disciplines and its interdisciplinary subordination. The principal problems are solved by the spiral development of the learning cognitional process, horizontally and vertically in the respective problem units which in the model are designated "X". Thus, for instance all prolems of intensification are developed in their philosophical, methodological, psychological, pedagogical and methodological aspects. Thus each individual problem is transformed into an independent integral node, into a concentration of thematically associated problem units of different fields of study. This allows for accentuation diversity in teacher education, namely if the given problem is designed as dominant.

The suggested model provides a new solution of the problem of the organization and implementation of the content of the process of further education at the level of the syllabus and has been the case so far at the level of curricula. The fact that the developed clasification of organizational forms has been introduced into the model guarentees the purposeful didactic implementation of the problem units of the theoretical-cognitional complex in the syllabus, this despite the fact that diverse fields of activity by their content and concrete pedagogical tasks correspond to diverse conditions, i.e., the lecture hall, the laboratory, the school, production, etc. These types of activity transferred and developed from the complex of applied theory to concrete organizational forms assume thematic concreteness and orientation through the cognitional complex and serve the solution of specific tasks of educational practice.

The thus described structure of the model enriches and increases the functional possibilities of the syllabus, transforms them into the principal control and corrective factor in the scientific organization, control and optimization of the process of further education. The working plan developed on the basis of the model has an accentuated stable, unified and in this sense integrating character. It also contains wide possibilities for a differentiated approach to the individual fields of study /the concrete scientific complex and the specific problems of specializations/, according to the interests and needs of the teacher /it provides for compulsory, elective and optional subjects which are represented in the model/. The decision on the compulsory elective and optional education of educational personnel as is represented in the model strengthens the new democratic principle in the process of further education, such as is linked with the individual interests, needs and creative expression of the educationalists.[5]

The syllabus is used for planning and constructing the content of the process of further education at the level of the individual fields of study, with regard to the global aim; this is specified in the curriculum according to the specific nature of each field of study into concrete problem units /themes/. In the contructed model of the curriculum /diagram/ the problem units are represented by signatures which are part of the model of the syllabus and in concrete application are incorporated as diverse themes into the respective problems of compulsory elective /3.2.5., 3.2.6., 3.3.3./ and optional /3.3.1., 3.3.2., 3.3.3./ education. The model curriculum which has been derived from the syllabus makes it possible to implement a unified didactic strategy and selective tactics, allows for determined and variable planning and construction of the content of instruction in the individual study fields according to their specific educational functions. This determined and variable character is mainly achieved by the capable use of problem units as the principal construction units of the content of instruction with relative freedom of choice and combination. The model syllabus only determines their didactical coordinates and does not determine their concrete content, formulations and number such as pertains to the specialization and typology of the study courses and the educational personnel. The analysis of the structural and functional models of syllabi and curricula shows that their introduction into educational practice will contribute towards optimizing the process of the further education of educational personnel. The said models offer broad possibilities for unification and variability in the education of all educational personnel on a unified philosophical and methodological, theoretically scientific and practically applicable basis. The internal structure of the content of instruction in the syllabi of the individual fields of study is also a reliable precondition for their upgrading and updating in accordance with the dynamically changing objective needs of educational personnel.

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[5] Fol, Al.: The XIIth Congress of the Bulgarian Communist Party and the Tasks of Education. Uchitelsko delo, No. 216, 1981.

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Structure-functional model

1.problem areas			2. Problem areas and disciplines		3. Topical problem trends		
					3.1.Personality problems		
					3.1.1. Personality of the teacher	3.1.2. Personality of the student	.2.1. Intellectualization
1.1.theoretical-cognitive	1.1.1.general-scientific	30-40%	2.1. 2.1.1.	Philosophical-methodological philosophy	x	x	x
			2.1.2	sociology	x	x	x
			2.1.3.	logics and semiotics	x		x
			2.1.4.	aesthetics			
			2.2. 2.2.1.	Psychological-pedagogical psychology	x	x	x
			2.2.2.	pedagogy	x	x	x
			2.3. 2.3.1.	System cybernetics theory of systems and information			
			2.3.2.	theory of management	x	x	x
	1.1.2.partial scientific	40-50%	2.4.	Theory of individual specializations			
			2.5.	Theory of individual methodologies	x	x	x
		20-30%	2.6.	Types of individual activities	x	x	x
			2.7.	Production-pedagogical practice	x	x	x
1.2.theoretical-practical		25%	2.8.	Independent training	/x/	/x/	/x/
			Number of lessons				

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Diagram

of a syllabus

3.2. Intensification problems						3.3. Social adaptation problems		
3.2.2. integration	3.2.3. problem orientation	3.2.4. specific problem specialization	3.2.5. aesthetization	3.2.6. information+ technical means	3.2.7. educational research	3.3.1. out-of-class activity	3.3.2. work w. the class teacher	3.3.3. environmental education
x	x	x	x					
x		x	x			x	x	x
		x	x					
		x	x					
x	x	x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x
		x						
x		x						
		x			x	x	x	
x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x
/x/	/x/	/x/	/x/	/x/	/x/	/x/	/x/	/x/

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Zlatko Dobrev

Bulgaria

FORMS OF IN-SERVICE TRAINING OF SCHOOL COUNSELLORS

The Bulgarian Communist Party and Government is devoting great attention to the education of highly qualified personnel in all spheres of material production and culture. In this connection special importance is attached to education. The Bulgarian public and all workers in enlightenment are well aware of the fact that the role of the educational system, the school and teachers is great and responsible.

In the past years educational problems have been widely discussed at Party and State meetings, namely at the Plenary Session of the Central Committee of the Communist Party of Bulgaria in 1979, at the First Congress of People´s Englihtenment in 1980 and at the 24th Congress of the Union of Bulgarian Teachers in 1982. The 12th Congress of the Bulgarian Communist Party in 1981 broadly discussed the matters of education and it was emphasised that it must develop in harmony with the new needs of socio-economic and social development.

One of the most important problems of the educational reform is the improvement of the quality of the initial and further education of teachers. The principles of the development of education in the Bulgarian People´s Republic put special emphasis on the necessity of having "a unified system of the initial and further education of educational personnel" /T. Zhivkov. For the development of education in the Bulgarian People´s Republic, Partizdat. S. 1979, p.103/.

In the system of Bulgarian higher pedagogical education educational counsellors are selected from among teachers with outstanding pedagogical experience, those who work in schools associated to the universities and colleges. In the different periods of the initial training of student teachers this role is taken by school principals, inspectors of school councils, teachers at secondary schools training students for the profession of teachers at pre-school facilities, teachers of basic schools, etc. Specially important is the work of methodologists. In this connection we would like to point to several forms of the further education of this educational personnel.

In the first place the teaching practice of students in the last year of study takes place at schools designed for this purpose, in institutes for teacher education and in school councils. The most experienced teachers who instruct the students are counsellors mainly because together with the students they prepare the lessons, visit the lessons together with teachers of the respective subject and comment the visited lessons. They thus contribute to practical scientific deepening of teacher education.

Secondly there are various courses, practicals, seminars and other forms which are organized in institutes for the further education of teachers. In our country there exist three such institutes. Further education is also implemented at the Centre for the Post-Graduate Training of Teachers which is affiliated to the Sofia University. This Centre was established five years ago within the Sofia Council for School Administration.

Thirdly there are educational centres of district educational councils which are centres for the dissemination of progressive educational experience. These centres store and file studies and analyses of lessons visited by school heads, inspectors of the district council, the municipal board, etc.

Fourthly - clubs of leading teachers. Different sections of these clubs prepare papers and lectures, hold conferences, generalize outstanding results which are then made available for all teachers. At the end of each school year there is "a month of the best pedagogical experience ". This activity is oriented by methodologists who teach at schools and at the same time follow the lessons in the respective district, carry out inspections and help teachers raise their qualifications. They take active part in the work in the school - in the work of methodological associations subject commissions and creative commissions.

We believe that the following two forms of further education of teachers and school principals are specially effective :

The first form is the post-graduate education and specialization at the respective faculties of the respective universities and colleges. For a period of one year the students become acquainted with the current results of their study field /updating/. Special attention is devoted not study field /updating/. Special attention is devoted not only to theoretical problems but to the skill and ability for scientific and research work. This is indispensable for linking the concrete methodological approach and the general pedagogical and psychological approach to instruction and to educational practice. From this point of view much time is devoted to the compilation of the diploma thesis which is chosen by the student. Every student has his scientific supervisor. Thus are created possibilities for the most effective linkage with the research plan of the chair, units, laboratories, etc. All this significantly contributes towards improving the scientific training and pedagogical mastery of the students. This topical task follows from the decision of the Plenary Session on Development of Education in the Bulgarian People's Republic. The Session emphasised that "it is necessary to implement a transformation in the post-graduate education of graduates as part of the permanent improvement of the education of cadres under the conditions of the scientific and technical revolution /item p. 114/.

The second effective form is the doctoral study of teachers and school principals - both in part-t[illegible]e and in full-time courses. The experience of the outstanding teacher is generalized with the help of the scientific supervisor in form of a candidate thesis. The teacher will thus acquire methods of scientific and research work and will deepen his -her theoretical education. He is given the possibility of consulting not only the specialists of the respective chair but also from other institutes, thus implementing the linkage between everyday practice of instruction and education and current problems of scientific theoretical knowledge. In a number of instances the supervisor attends lessons, laboratory practice and extra-mural forms of education, such as are connected with the curriculum. The teacher studying for his condidateship and the supervisor often cooperate in the preparation of lessons and research tasks, try this or that form of work, this or that method of instruction, etc. All this has immense importance for training the teacher for research work.

We are preparing the experimental introduction of the function of the "educator-psychologist" in schools. This will be a teacher whose main field will be "pedagogy" and as an educator he will be a pedagogical councellor for teachers, pupils and parents at his respective school. At the same time he will teach his minor subject, i.e., his second specialization. The role of such teachers will be very important during the teaching practice of students from different universities and colleges.

We believe that the diverse forms of linking the process of instruction and education in schools with scientific theoretical research can resolve a number of problems which are connected with the aims, tasks and content of the further specialized education of teachers and that they can also provide a wide range of opportunities for scientific and pedagogical cooperation on a regional and international scale.

Kamil Pernický

C.S.S.R.

EXPERIENCE GAINED WITH TRAINING OF SCHOOL COUNSELLORS IN THE NORTH MORAVIA REGION

The introduction twenty years ago of the function of the school counsellor at basic schools and gramma schools confronted the school authority with a serious problem, namely to train school counsellors for the new special function. In view of the fact that at that time the follow-up links in the system of educational and vocational guidance and counselling, namely the district and regional pedagogical-psychological guidance centres, had not yet been established, the training of these counsellors had to be entrusted with institutes caring for the further education of teachers, later with regional pedagogical institutes and to district educational centres. At the very beginning of the work of school counsellors in the schools it was evident that for the performance of their function they need comprehensive systematic education in the problem area which they deal with. The Ministry of Education therefore drafted a programme of the training of school counsellors, which could be divided into three categories:

I. Basic schooling of newly appointed school counsellors.

II. Specialist training of school counsellors with experience with the performance of the work of the school counsellor, who had already attended the basic course.

III. Specialized post graduate study for teachers of the first cycle who would after finishing the course become qualified counsellors.

Evaluating the contribution of the three mentioned types of training after a certain period of time I have to say that the first level was a contribution which allowed the teacher to become acquainted with the problem area of educational and vocational guidance and counselling. With regard to its scope it could be nothing more than a mere introduction to study and partially also to the practice of the school counsellor.

The second level of training was by far not as successful as the first and in our region I can confirm that it was no major contribution. Not everywhere, at all educational institutions were tutors at the required specialized level available, such as would have a positive approach to the problem area, possibly a clear idea of the aims of the system of educational and vocational guidance and counselling. This type of educating counsellors could be assessed as unsystematic, as failing to observe the given binding themes and also as often being formal in the implementation of specialized schooling. Specialized themes in the principal scientific fields, such as psychology, pedagogy and medicine were often treated as marginal and priority was given to problems which were current at that particular moment and which should have been dealt with at working meetings or other meetings.

The greatest contribution was the introduction of the specialized post-graduate study course of educational and vocational guidance and counselling at the Pedagogical Faculty of Charles University and later at other institutions of higher education. This type of study course, especially in the first period yielded a number of enthusiastic school counsellors with deep interest in their field of work, in the actual performance of their function and in the scientific fields which are indispensable for the work of the school counsellor. A number of school counsellors who had graduated from this study course became the basic cadre of the builders of district and in some instances regional pedagogical and psychological guidance centres. These were people highly enthusiastic for their work who in the districts set up a group stimulating and activating other teachers-school counsellors and influenced specialists working at guidance institutions to consider new methods of care of school counsellors and their guidance. Many of these first graduates defended specialized theses, published their work in specialized pedagogical journals /"The School Counsellor"/, the theoretical processing of their work was evaluated at significant nationwide actions, such as the Comenius Days in Uherský Brod.

This experience showed that the only prospective type of the education of school counsellors is education in institutions of higher education. Therefore, at the begining of the 1970´s when in our region regional pedagogical and psychological guidance centre was built up and the system of district pedagogical-psychological guidance centres expended it became the priority for these facilities to devote their attention to the qualification and further education of school counsellors. The specialized staff of these guidance centres were aware of the fact that the work of their institution would only be successful if contact with the schools, parents and educational institutions, were mediated by a qualified school counsellor who knows well the situation in the school, the problems of the respective pupil and can be the best source of information about the pupil, such as is needed by the guidance centre and who is also often the implementor of the recommendations of the staff of the guidance centre.

In the early 1970´s effort of the Regional Pedagogical and Psychological Guidance Centre in Ostrava was to enable school counsellors to attend study courses which were closest to their workplaces. Thanks to the great understanding shown by the Institute for Research, Guidance and Counselling of Youth, namely by Prof. Dr. Marta Klímová, Ph.D., as well as the understanding of school authorities and specialized postgraduate study course of educational counselling was introduced at the Pedagogical Faculty in Ostrava for the two Moravian regions in three consultative centres, i.e., in Ostrava, Olomouc and in Brno. The experience of the Institute for Research, Guidance and Counselling of Youth with the training of school counsellors allowed the development of the education of school counsellors in the North Moravian region. Interest shown by teachers in the course was unexpected. This interest on the one hand confirmed how justified had been the introduction of university level education of school counsellors and on the other hand to what extent the large numbers of students in each year was an obstacle to individual work with individual school counsellors.

The North Moravian region currently has 80 % qualified school counsellors at basic and partially at special schools. The following experience may be summed up over the period of the ten years of the operation of post-graduate courses for the education of school counsellors in the North Moravian region :

- Any short-term education is insufficient. Be it the stated basic schooling of later the one-year courses, all have but an informative character and in no instatnce can give to school counsellors fully-fledged education for the performance of their function. This is confirmed by the very fact that most graduates of the one-year courses applied for admission to postgraduate study courses at university level, this including applicants where the educational authority did not require higher education in post-graduate courses owing to the age or state of health of the teacher.
- In the course of the education of school-counsellors the practice was proven that most specialized subjects were taught by experienced educators and practitioners. This made it possible for the tutor to become acquainted with

the school counsellor and allowed for interaction. School counsellors could with confidence present the problems of their practice to the tutors and the latter enabled them to resolve the problems. Also in the setting of the final diploma theses there was a purposeful use of the experience gained by school counsellors for the guidance and counselling activity of the district and regional pedagogical and psychological guidance centres and on the other hand the specialists of these centres could through the school counsellors verify the practical effectiveness of guidance methods in school practice.

In the education of school counsellors the subject: theory of educational and vocational guidance and counselling and methods of work of the school counsellor is of singular importance, namely that subject matter which is related to the actual diagnostic work of the school counsellor. We proceed from the assumption that any diagnostic information is integrated in the educational process, i.e., through the school counsellor. The school counsellor should, for improving his work, especially in resolving complex cases which he resolves in cooperation with the superior methodical specialized body in the system of educational and vocational guidance and counselling, be equipped with a detailed knowledge of diagnostic methods pertinent to his work.

These methods will be acquired during the study of educational and vocational guidance and counselling but a suitable form for this has to be found. We therefore recommended the introduction of seminar practice, seminar work and in-house training at pedagogical and psychological guidance centres where close contact with the specialized school counsellor may improve the level of not only the diagnostic but also the remedial work of the school counsellor.

I am presenting these notes as partial but I believe they will serve not only the improvement of the education of school counsellors but also the improvement of the work of the whole system of educational and vocational guidance and counselling which now has an irreplaceable position in the sector of education.

Karol Adamovič
C.S.S.R.

ASSESSMENT OF THE MODEL OF THE SCHOOL COUNSELLOR´S ACTIVITY AT SECONDARY VOCATIONAL SCHOOLS

The school counsellor´s office was until recently appointed in Slovakia only at basic schools and grammar schools although the Act on Educational Establishments "SNR No. 98" from 1978 allows for the introduction of this function into all types of secondary schools. The modifications of the educational process called forth by the gradual implementation of the Czechoslovak Educational System Further Development Project and the stress laid upon the improvement of the working youth education necessitated the decision to introduce the school counsellor´s function into secondary vocational schools.

The school year 1979/80 brought about the experimental introduction of this function into 15 secondary vocational schools in all regions of Slovakia and after two-year follow-up and evaluation of the activity no less than 67 school counsellors hold the office in the secondary vocational schools in Slovakia in this school year.

The Research Institute of Child Psychology and Patopsychology in Bratislava was put in charge of the training and follow-up of the school counsellors in the two-year experimental period and was carried out by Dr. Matula in cooperation with the Regional pedagogical and psychological guidance centres.

The contents of the drafted school counsellor's activity at the secondary vocational schools was aimed at three basic task fulfilment:

1. Education for the due attitude to the chosen vocation
2. Guidance and counselling for the problem pupils and gifted pupils
3. Education of pupils with aspiration to further education.

Fulfilling the above tasks, the school counsellors were bound to work with pupils either individually or in groups, to cooperate with teachers, practical training foremen and tutors. They also were to coordinate their guidance and counselling activity of all bodies involved under the supervision of the headmasters and provide for the involvement of the Socialist Union of Youth, Parents' - Teachers Association and other social organizations. The school counsellor was also bound to cooperate with the superior bodies and organizations /general management of factories, national committees/, school counsellors at basic schools, Regional pedagogical and psychological guidance centres and other bodies involved in the activity within the system of educational and vocational guidance and counselling.

The school counsellers were selected from the rank of experienced teachers who possessed personal, moral and political qualities and professional knowledge allowing for them to satisfy the demands set upon this function. After finishing the training course a special allowance was granted to them, their teaching load was cut in the similar way as at basic schools and grammar schools.

The school counsellors were invited to take part in regular meeting to our Institute where the records in their log books were analysed and evaluated. At the end of the two-year experimental period we claimed the cognizant statement from the school counsellors, headmasters, selected teachers, instructors and practical training foremen on the school counsellors activity at secondary vocational schools.

The activity of the school counsellors offered the following conclusions:

As far as the content aspect of the school counsellor´s activity is concerned the first has to be considered the care for pupils with behaviour disturbances and study problems. The individual or group work with pupils which represents more than 50 % of the school counsellor´s activity was /in smaller extent/ devoted also to the pupils with aspirations for further education, especially at military schools.

An important component of the school counsellor´s activity was the organizational and methodical work - assistance to teachers and tutors in arranging meetings, visits and exhibitions, suggestions providing for the creation of the pupils´ positive attitude to the chosen vocation, assistance in the pedagogical diagnostics, in follow-ups, study problem pupils and gifted pupils registration and other organizational activities.

The analysis of the school counsellors´ activity showed also that a substantial time portion was devoted to the organizational activity and paperwork /which was also due to this office introduction/, to school counsellor's cabinet establishment and to the tasks following from the implementation of this experiment and evaluation of the activity.

The outline resulting from the school counsellors´ activity at secondary vocational schools proved the suggested experimental work contents to be exaggerative. The fulfilment of all the given tasks in the set time periods was impossible. In the school counsellor's activity the individual guidance and counselling for pupils with behaviour disturbances and study problems was found to prevail. Less time was left for the gifted pupils and pupils with aspirations for further education. Most frequently the school counsellor cooperated with the class teacher. The other bodies involved shared the cooperation in smaller extent and the school counsellor mostly did not establish any contacts with external bodies at all.

Taking into account the guidance and counselling the secondary vocational schools represent the working circumstances different from basic schools or grammar schools. The fact that the work of teachers in secondary vocational school has to be coordinated with the work of tutors in boarding houses and practical training foremen - the facilities being often fairly distant one from each other - calls forth enhanced requirements for school counsellors' activity at secondary vocational schools.

The basic school counsellor's work contents in which the main role is played by the preparation for the career choice is modified in the secondary vocational school where the stress is laid upon the adaptation to the chosen vocation. Undertaking of this requires thorough knowledge of personality and developmental peculiarities of the age group concerned. In the course of the two-year follow-up the cooperation of the school counsellors with the Regional pedagogical and psychological guidance centres and psychologists of the respective enterprises and factories has proved to be important. The school counsellors, headmasters of the secondary vocational schools and other educational specialists regard the function of a school counsellor useful and needed in spite of the difficulties in the establishment period. The teaching load cut by 3 hours was considered to be insufficient to carry out the guidance and counselling activity. The experiment evaluation at the Ministry of Education of the Slovak Socialist Republic also brought in the suggestion of differentiating the time necessary for the school counsellor's activity according to the number of pupils in the secondary vocational schools.

To sum up, the educational and vocational guidance and counselling activity represents the new type of service for youth being trained to become workers. This service shows some specific features in contrast to the guidance and counselling activity at basic schools and grammar schools. The two-year experiment proved the justification of the educational and vocational guidance and counselling activity and outlined the course in which it has to be further developed and improved.

SUPPLEMENTS

1. Programme of International Seminar
2. List of participants
3. Final report and adopted recommendations

Supplement 1

Programme

of International Seminar on In-Service Training of Graduated Teachers for Guidance and Counselling of Youth

Prague, March 22 - 26, 1982

Monday, March 22

8 a.m. - 10 a.m.	Registration of participants at Seminar venue - Obecní dům hl.m. Prahy, nám. Republiky 5, Praha 1
10 a.m.	Official opening of Seminar by S. Petráček, Director of the European Information Centre of Charles University for Further Education of Teachers, addresses delivered by representatives of the Ministry of Education of the Czech Socialist Republic, the Unesco Secretariat, the Czechoslovak Commission for Unesco, Charles University, Election of Chairman, two Vice-Chairmen and Rapporteur
10.45 a.m.	Coffee break

11 a.m.	Keynote paper presented by M. Klicová, Vice-Dean of the Pedagogical Faculty of Charles University and Director of the Institute for Social Research of Youth on: "In-Service Training of Graduated Teachers for Guidance and Counselling of Youth".
	Discussion on keynote paper
12.30 p.m.	Lunch break
2.30 p.m.	Paper presented by Z. Dobrev: "Forms of in-service training of school counsellors".
	Paper presented by G. Metraux: "Teachers and Counsellors. Are their respective roles interchangeable? The experience of Cycle d'Orientation of Geneva".
3.30 p.m.	Coffee break
4 p.m.	Paper presented by T. Løve: "In-Service Training of Graduated Teachers for Guidance and Counselling in the Folkeskole".
	Paper presented by E. Georgieva: "Teachers - Methodologists in the System of In-Service Training of Teachers".

	Paper presented by J. Migdalek: "Questions Related to the Improvement of the System of Psychological and Pedagogical Vocational Training and Guidance".
7 p.m.	Party for participants in Seminar at Parkhotel

Tuesday, March 23, 1982

9.30 a.m.	Paper presented by S. Žekova: "Theoretical Model of the Teaching Profession and the Orientation of Young People to it". Paper presented by M. Vorbeck: "Educational Research Colloquy on the Changing Role of Guidance for Educational and Vocational Development at Different Stages of the Life Cycle - Hamburg 1981".
10.45 a.m.	Coffee break
11 a.m.	Paper presented by T. Lewowicki: "Trends of the Development of the Education of Teachers".
1 p.m.	Tour of historical premises of the Carolinum

2 p.m.	Lunch break
3 p.m.	Paper presented by V.F. Vitinš: "Significance of the Function of the System of Vocational Guidance and Counselling of Pupils". Paper presented by D. Želeva: "Some Problems of Self-Education in the Process of Pedagogical Qualification of Senior Teachers". Paper presented by K. Pernický: "Experience with Training School Counsellors in the North Moravia region".
4 p.m.	Coffee break
4.30 p.m.	Paper presented by N.A. Chromenkov: "Problems of Training Specialists for Vocational Guidance in the USSR". Paper presented by N. Nenov: "Role of the Teacher in Forming Psychological Readiness for the Choice of a Production Vocation".

Wednesday, March 24, 1982

9.30 a.m.	Paper presented by E. Sjømaeling: "A Few Statements on Some Counselling Tasks in Education of Teachers in Norway". Paper presented by B. Blížkovský: "The Role of Educational Psychology Counsellors in the Project of the Structure of Educational Professions. Specializations and Qualifications for the Educational System in the Advanced Socialist Society of the Czechoslovak Socialist Republic".
10.45 a.m.	Coffee break
11 a.m.	Paper presented by K. Adamovič: "Assessment of the Model of Activity of the School Counsellor at Secondary Vocational Schools". Paper presented by M. Partanen: "The Work and Training of Study Counsellors in Finland".
12.30 p.m.	Lunch break

1.30 p.m.	Sight-seeing tour of Prague 1st alternative Prague Castle 2nd alternative -sight-seeing tour of the city of Prague

Free evening

Thursday, March 25, 1982

9.30 a.m.	Discussion block II: Deepening of the systematics of the in-service education of school counsellors
12.30 p.m.	Lunch break
2.30 p.m.	Discussion block III: Prospects of international and regional cooperation. Suggestions for further events.

Free evening

Friday, March 26, 1982

9.30 a.m.	Presentation of Draft Final Report and Recommendations Discussion on Conclusions and Recommendations
12.00	Close of Seminar

1 p.m. - 2 p.m. Reception of delegation of participants in Seminar by Rector of Charles University

Supplement 2

List of Participants and Guests of the International Seminar "In-Service Training of Graduated Teachers for Guidance and Counselling of Youth"

Prague, ČSSR, 22 - 26 March, 1982

Foreign Participants

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Supplement 3

FINAL REPORT AND ADOPTED RECOMMENDATIONS

The International Seminar on In-Service Training of Graduated Teachers for Guidance and Counselling of Youth was held on the premises of Charles University in Prague from March 22 - 26, 1982. The International Seminar was held under the auspices of prof. JUDr. Zdeněk Češka, CSc., Corresponding Member of the Czechoslovak Academy of Sciences, Rector of Charles University. The Seminar was organized by the European Information Centre of Charles University for Further Education of Teachers in close cooperation with the Institute for Research, Guidance and Counselling of Youth of Charles University. The Seminar was one of the initiatives of the Czechoslovak Socialist Republic in the fulfilment of the Unesco programme for the years 1981-1983.

The Seminar was mainly focused on :

- the social function of the system of guidance and counselling services of youth and the task of the school counsellor in this system,
- the aims, tasks, content and organization of the specialization post-diploma study of school counsellors,

- the possibilities of educational, research and information cooperation in the solution of the given problem area on the regional and international scales.

The conference languages of the International Seminar were Czech, Slovak, Russian and English.

The Seminar was attended by 48 specialists from 12 countries of the European region, including 12 guests: experts from the Bulgarian People´s Republic, the Czechoslovak Socialist Republic, Denmark, Finland, France, Italy, the Hungarian People´s Republic, the German Democratic Republic, Norway, the Polish People´s Republic, the USSR, Switzerland and a representative of the Council of Europe in Strasbourg. The host country was represented by 18 experts, mainly specialists from Charles University, scientific and research institutes, regional educational psychology guidance centres. The Unesco Secretariat was represented by Mr. Toshio Ohsako, Programme Specialist of the Division of Structures, Content, Methods and Techniques of Education.

During the Seminar a delegation of the participants, headed by the Chairman doc. JUDr. Svatopluk Petráček,CSc., was received by Rector of Charles University prof. JUDr. Zdeněk Češka, CSc., Corresponding Member of the Czechoslovak Academy of Sciences and other leading academics.

The Seminar proceeded within the framework of a friendly exchange of information and views, in an atmosphere envisaged by the third part of the Final Act of the Helsinki Conference on Security and Cooperation in Europe /1975/, the Unesco Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms /1975/. Within an analysis of the trends of current development in the given area views were expressed of the further development of the education of school counsellors in the 1980´s and 1990´s. Certain open questions were indicated relating to the further development of the system of educational guidance and counselling in general.

The organization and content preparation of the International Seminar was the responsibility of the Preparatory Committee of the International Seminar whose members were :

Prof. Ing.Václav Císař,CSc., 1st Deputy Minister of Education of the Czech Socialist Republic, Chairman of the Preparatory Committee

Prof. PhDr. Marta Vláčihová, CSc., 1st Deputy Minister of Education of the Slovak Socialist Republic, Deputy Chairman of the Preparatory Committee

Prof. PhDr. Marta Klímová, CSc., Vice-Dean of the Pedagogical Faculty of Charles University and Director of the Institute for Research. Guidance and Counselling of Youth

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Marie Nebeská, senior officer of the Ministry of Education, Czech Socialist Republic

Milena Reinišová, senior officer of the Czechoslovak National Commission for Unesco

Organizing Committee of Seminar :

Doc. JUDr. Svatopluk Petráček,CSc., Director of the European Information Centre of Charles University for Further Education of Teachers, Chairman of Organizing Committee

Members of Organizing Committee:

PhDr. Ludmila Bébarová
PhDr. Libuše Borecká
Olga Brucheova
Tamara Hejtmánková
PhDr. Jitka Hradilová
PhDr. Hana Procházková
Libuše Skálová
Ing. Dobromila Smejkalová

/All members of the staff of the European Information Centre of Charles University for Further Education of Teachers/.

The scientific guarantor of the International Seminar was Prof. PhDr. Marta Klímová, CSc., Director of the Institute for Research, Guidance and Counselling of Youth in Prague, Vice-Dean of Faculty of Peadagogy, Charles University.

Working bodies of International Seminar:

The Seminar elected doc. JUDr. Svatopluk Petráček,CSc., Vice-Dean of the Pedagogical Faculty of Charles University and Director of the European Information Centre of Charles University for Further Education of Teachers to be the Chairman of the International Seminar.

The Seminar elected the Vice-Chairmen of the International Seminar:

Vilmars F. Vitinš, the representative of the Ministry of Education, Latvian SSR, Riga, USSR

Dr. Michael Vorbeck, Head of the Educational Research Section, Council of Europe, Strasbourg, France

The Seminar elected two Rapporteurs:

Prof. C. Metraux, Switzerland and Dr. Michael Vorbeck, France.

Assistant Rapporteur : PhDr. F. Černoch, CSc.
Czechoslovakia.

Honorary Presidium of the International Seminar:

doc. JUDr. Svatopluk Petráček,CSc., Director of the European Information Centre of Charles University for Further Education of Teachers, Vice-Dean of Pedagogical Faculty of Charles University prof. PhDr. Marta Klímová, CSc., Scientific Guarantor of the Seminar

doc. dr. Ladislav Šmíd, CSc., Chairman of the Czechoslovak Commission for Unesco

dr. Miloslav Moudrý, representative of Ministry of Education, Czech Socialist Republic

prof. MUDr. Eduard Klika, DrSc., Vice-Rector of Charles University

Toshio Ohsako, representative of Unesco Secretariat

pof. Gilbert Metraux, General Rapporteur

The Seminar proceeded according to the agenda which is given in Supplement 1. Supplement 2 encloses a list of the participants in the Seminar.

Brief characteristics of proceedings:

The Seminar was opened by doc. JUDr. Svatopluk Petráček, CSc.The participants then heard the addresses of the representative of the Ministry of Education of the Czech Socialist Republic dr. Miloslav Moudrý, representative of the Czechoslovak Commission for Unesco, doc. dr. Ladislav Šmíd, CSc., Chairman of the Commission, prof. MUDr. Eduard Klika, DrSc., Vice-Rector of Charles University , and Toshio Ohsako, representative of the Unesco Secretariat.

The opening ceremony was attended by guest representing the Czechoslovak state, party and trade union bodies.

Following the opening speeches the Seminar elected its Presidium and Rapporters and the Assistant Raporteur.

After the election of the working bodies of the International Seminar the participants heard the keynote paper presented by prof. PhDr. Marta Klímová, CSc., Vice-Dean of the Pedagogical Faculty of Charles University and Director of the Institute for Research, Guidance and Counselling of Charles University. In her paper she informed the participants in the Seminar of the establishment and development of the system of educational guidance and counselling in the Czechoslovak Socialist Republic, its social function and current tasks and acquainted them with the system of training of school counesllors and the specialization post-diploma training of this personnel at institutions of higher education in the Czech Socialist Republic.

At the afternoon session of the first day of the Seminar the participants heard papers presented by Z. Dobrev of the Bulgarian People´s Republic, G. Metraux of Switzerland, E. Georgieva of Bulgarian People´s Republic, Tove Løve of Denmark and J. Migdalek of the GDR.

In the evening the participants in the Seminar met at party given at the Parkhotel by the Rector of Charles University. The party was opened with a toast proposed by prof. JUDr. Zdeněk Češka, CSc., Corresponding Member of the Czechoslovak Academy of Sciences, Rector of Charles University. The party was also attended by Prof. Ing. Václav

Císař, CSc., 1st Deputy Minister of Education of the Czech Socialist Republic.

On the second day of the International Seminar the participants heard the papers presented by S. Žekova of the Bulgarian People´s Republic, M. Vorbeck of France and I. Lewowicki of the Polish People´s Republic. At the close of the morning session the participants were taken around the historical halls of the ancient Carolinum, founded in 1348. During the afternoon session of the second day the participants heard the papers presented by V.F. Vitinš, head of the Soviet delegation, N.A. Chromenkov of the USSR, N. Nenov of the Bulgarian People´s Republic, K. Pernický of the Czechoslovak Socialist Republic and D. Želeva of the Bulgarian People´s Republic.

On the third day of the Seminar the participants heard the papers presented by E. Sjønaeling of Norway, K. Adamovič and B. Blížkovský of the Czechoslovak Socialist Republic and M. Partanen of Finland. In the afternoon the participants went a sight-seeing tour of Prague.

The morning session of the fourth day of the Seminar was devoted to the problems related to deepening the systematics of the in-service training of school counsellors and the afternoon session was focused on possibilities of intensifying cooperation in solving the problems in the given area on the international and regional scales .

At their own request several participants visited Prague schools where they met and discussed problems of educational guidance and counselling with school counsellors.

On the fifth and last day of the International Seminar the participants heard the Report on the Seminar presented by the Rapporteur and discussed the Final Recommendations.

Taking the floor at the close of the Seminar were T. Løve of Denmark, M. Partanen, G. Metraux and T. Ohsako. In their closing speeches they positively evaluated the work of the Seminar and expressed the desire that a similar meeting be held in the nearest future. The International Seminar was closed by doc. JUDr. Svatopluk Petráček,CSc., Director of the European Information Centre of Charles University for the Further Education of Teachers.

After the close of the International Seminar a delegation of participants in the Seminar was received by the Rector of Charles University. The members of the delegation informed the Rector of the results of the work of the International Seminar and the reception proceeded with a friendly discussion.

The results of the International Seminar on In-Service Training of Graduated Teachers for Guidance and Counselling of Youth were characterized as follows in the Conclusions:

Participants from 12 countries of the European region met on the premises of Charles University in Prague from March 22 - 26 in plenary sessions and informal discussions to exchange theoretical knowledge and practical experience in the field of the in-service training of graduated teachers for guidance and counselling of youth. The participants presented papers related to the given problem area and took the floor in the discussions with a wide range of information, scientific communications and suggestions.

The subject area of the Seminar brought out its global character and proved the interest of the representatives of the participating counstries in the given subject area. The closer linkage of the school and the world of work and a greater mobility of youth are currently considered to be influential factors in the optimization of the educational process in the participating countries. The school counsellor is considered to be the key figure in the system of educational guidance and counselling. The effectiveness of his work, however, necessarily depends on his practical experience and on the level of specialized education in the sphere of educational guidance and counselling which he has acquired.

Within the framework of a free exchange of views, theoretical knowledge and practical experience in the field of the in-service education of graduated teachers for guidance and counselling of youth the participants in the Seminar characterized the trends in this field for the 1980´s and open questions which should be resolved.
A number of communications presented within the discussion implied the information and research priorities in this field for the nearest future.

The participants approached the analysis of open questions from the position of conditions prevailing in their respective countries. A significant feature of the discussion was mutual understanding, the readiness to cooperate in the solution of problems and mutual respect. The communications were characterized by the endeavour to contribute to the healthy and undisturbed development of adolescents, to facilitate their transition into the world of work in such a manner as to enable each individual to maximally implement his/her creative abilities in harmony with the needs of society. The discussion was not focused only on the narrow problem area linked with the content and organization of any specific group of counsellors in which the individual guidance and counselling systems function. Real and hypothetic models of educational guidance and counselling were characterized and ways leading towards their improvement were frequently indicated.

In their presentations the participants mainly dealt with the following questions:

The school counsellor must be quaranteed his social prestige in society. With this is linked the right to be adequately trained for his/her responsible social mission.

The education and training of the school counsellor must be systematic and must be implemented within the framework of lifelong education. The minimal qualification pre-requisite for the performance of guidance and counselling should be the attainment of a higher education degree.

The institution which has appointed the school counsellor should safeguard his specialization training.

Full-time post-diploma study is considered to be the optimal specialization training of school counsellors. Graduation from such a study course should be the condition of the performance of the function for which the school counsellor should be given adequate moral and material evaluation.

The pre-graduate and post-graduate education of teachers should include basic instruction on educational guidance and counselling.

The irreplaceable character was emphasised of individual independent study in the education of school counsellors.

It was suggested that complementary specialization courses should be organized apart from the basic form of specialization education. As concerns the form of education, it should include not only lectures and seminars but also object methods which should be included in demonstrations, visits, etc.

Considerable significance is attached to publishing purposeoriented publications and periodicals.

Considered as an important form of the in-service education of school counsellors are their meetings at which they exchange experience with guidance and counselling.

The system of the education of graduated teachers for guidance and counselling of youth should not be conceived only in the narrow sense of the world - it should include not only work with children but also with parents, other teachers and interested institutions and organizations outside of the school.

Study and vocational guidance is the basic but not sole part of educational guidance and counselling. The education of school counsellors should be implemented in close linkage with the given educational and guidance system.

It is deemed purposeful that the education of school counsellors should be organized in several stages while respecting the systems approach and the interest of the students. The social significance of the education of school counsellors predetermines this education to be free of charge.

The education of school counsellors should be consistently evaluated. The principal criterion of its effectiveness should be the practically achieved results.

In the structure of the education it will be necessary to observe the proportionality of theory and practice, and to further specify in the curricula the pedagogical and psychological disciplines. An adequate place in the curricula should be given to problem areas of sociology, labour law, biology and life sciences and technology and economy.

In theoretical education special emphasis should be placed on the scientific character of education and on the transmission of the latest knowledge relevant for the field of educational guidance and counselling. This education should have information and formation aims.

Some communications dealt with the necessity of developing autodiagnostic and the autoregulative methods.

In conceiving the system of the training of counsellors the principle should be respected of an open and dynamic system, such as would enable the school counsellors to reach higher and higher qualification levels.

In the course of the Seminar a number of views were expressed related to practical experience with the education of school counsellors. It was recommended that :

- the curricula of training courses should be developed in contact with the students,
- the employers of the school counsellors should create better conditions for their in-service education,
- the most experienced and most successful teachers with natural authority should be considered for appointment to the function of school counsellors and for training,
- forms of education should be profoundly differentiated,
- the use of modern educational technology should not be forgotten in the education of school counsellors,
- the education of school counsellors be completed with a final examination and diploma award,

- the education of school counsellors should be carried out at their respective places of work,
- the school counsellor should have status with accurately defined study rights and duties,
- school counsellors within their education should be given ample opportunity to become acquainted with selected workplaces to which they are orienting their pupils,
- special attention should be devoted to the methods of work with exceptionally gifted children and with handicapped children,
- school counsellors should be maximally involved in research work in the field of educational guidance and counselling,
- all possibilities of feedback information should be used for the work of school counsellors /information from clients, pupils, etc./.

At the close of the Internatonal Seminar the participants adopted the following Recommendations:

The participants in the International Seminar on In-Service Training of Graduated Teachers for Guidance and Counselling of Youth recommend

1. To deepen the exchange of experience with an knowledge of systems of educational guidance and counselling and methods of the education and work of school counsellors between countries of the European region.

2. With this aim to organize the systematic exchange of documentation and information /Unesco, the European Information Centre of Charles University for Further Education of Teachers - hereinafter EIC-FET, the Institute for Research, Guidance and Counselling of Youth of Charles University in Prague, the Institute of Child Psychology and Pathopsychology in Bratislava, Documentation Centre for Education in Europe of the Council of Europe in Strasbourg/.

3. To continuously organize the collection, processing and disemination of information on research results in the field of educational guidance and couselling /see institutions under 2/.

4. To periodically publish collections of joint scientific works and a bibliographic information bulletin oriented to the subject area of the education of school counsellors /Institute for Research, Guidance and Counselling of Youth of Charles University in Prague/.

5. To prepare and publish a terminological dictionary covering the field of educational guidance and counselling /Institute for Research, Guidance and Counselling of Youth of Charles University in Prague/.

6. To support bilateral and multilateral contacts between specialists in the field of the education of graduated teachers for guidance and counselling of youth /Unesco/.

7. To organize joint research teams to resolve open questions related to the education of school counsellors /Unesco/.

8. To process a directory of institutions in the countries of the European region which are specially oriented to the problems of the education of school counsellors /Unesco, International Association of Educational Guidance and Counselling/.

9. To support the publishing of reprints of basic documents having relation to the education of school counsellors.

10. To convene within five years an international seminar dealing with the Education of School Counsellor for the 1990´s; to consider the possibility of convening a seminar related to the problems of the education of educational administrators /Unesco, EIC/FET, Institute for Research, Guidance and Counselling of Youth of Charles University/.

11. To consider the compilation of a publication which would characterize the educational guidance systems of the individual countries of the European region and the methods of the education of school counsellors /Unesco, Institute for Research, Guidance and Counselling of Youth/.

12. To secure the publication of a Newsletter which would briefly inform of events and developments in the field of educational guidance and counselling in the European region /Unesco/.

13. Within the Unesco medium-term plan for the year 1984-89 to devote appropriate attention to the problems of educational guidance and counselling, including the education of school counsellors /Unesco/.

14. To develop greater activity in the individual countries as concerns the familiarization of other countries with relevant information on the education of school counsellors and the development of the system of educational guidance and counselling while maximally using the existing information centres and the informal exchange of knowledge and experience.

15. To reques the European Information Centre of Charles University for Further Education of Teachers to:
    a/ process and publish the Final Report on the work of this international Seminar and to distribute it to all participants in the Seminar, and to National Commissions for Unesco, to ministries of education and other interested institutions of the countries of the European region as well as to interested governmental and non-governmental organizations,

    b/ to publish the concise Proceedings of the Seminar.

IN-SERVICE TRAINING OF GRADUATED TEACHERS FOR GUIDANCE AND COUNSELLING OF YOUTH

Proceedings of International Seminar

Prague, March 22-26, 1982

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Recommended for publication by PhDr. Felix Černoch, CSc.
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